

*Directors
and Supervisors
of Special Education
in Local School Systems*

A Report Based on Findings From the Study, "Qualification and Preparation of Teachers of Exceptional Children"

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Qualification and Preparation of Teachers of Exceptional Children

Conducted by the Office of Education, and made possible by the cooperation of many agencies and individuals, and with the special help of the Association for the Aid of Crippled Children, New York City

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FOREWORD

THIS PUBLICATION is one of a series reporting on the nationwide study, *Qualification and Preparation of Teachers of Exceptional Children*, which since 1952 has been one of the major projects of the Office of Education. The manner in which this activity has been conducted is an example of cooperative action among persons from many organizations, school systems, colleges and universities, and the Office of Education. The information was supplied, for the most part, by persons whose main responsibility is for the education of exceptional children. It was recognized by those planning the study that it would also have been valuable to include opinions from general educators, from parents, and from other lay groups. It was, however, decided to delimit this study—which in itself is an extensive one—mainly to special educators. In all, approximately 2,000 persons have contributed to the project.

This publication reports that part of the information from the broad study which has bearing on the qualification and preparation of directors and supervisors of special education in local school systems. It is hoped that it may be helpful to teachers preparing to be supervisors, to directors and supervisors themselves, to local school administrators, and to instructors in colleges and universities offering professional preparation to potential leaders in the education of handicapped and gifted children.

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SO MANY PERSONS have contributed to the study reported here that it is a truly cooperative project. Although everyone who aided is not here acknowledged individually, appreciation is extended to each one, for without such cooperation this report would not have been possible. For major contributions special gratitude is due:

- ◆ The Association for the Aid of Crippled Children, for its special cooperation throughout the project.
- ◆ The members of both the National Advisory and the Policy Committees, for their wise counsel and guidance.
- ◆ The consultants who gave advice on special problems.
- ◆ The many directors and supervisors of special education in local school systems who so carefully completed extensive inquiry forms.
- ◆ The members of the Competency Committee who prepared a statement of the distinctive skills and abilities needed by local leaders in special education.
- ◆ The special educators who assisted in developing and pretesting items contained in the inquiry forms, among whom were: Sadie Aaron, Gertrude Barber, Chris J. DeProspo, Grace Lee, Katherine D. Lynch, Mary Frances Martin, Darrel J. Masc, Frances A. Mullen, Lois T. Murray, Harley Smith, Paul H. Voelker, Olive Whildin, and Mary May Wyman.
- ◆ Naomi Nehrer, Patricia Robbins, and Ann Stevenson of the study staff, who had responsibility for collating and preparing data for publication.
- ◆ Herbert S. Conrad, Director, Research and Statistical Service Branch, who has played an important part in the planning and execution of this project, and Mrs. Mabel Rice and other members of that staff who assisted in the planning and execution of certain of the statistical operations.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
★ *Exploring the Qualifications* ★
★ *of Local Directors and Supervisors* ★
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WITH the increase in provision for the education of exceptional children within their home communities has come a recognition of the need for qualified personnel to give leadership to special education programs in local school systems. In the earlier part of this century such leaders for the most part had no preparation in special education. They came from such fields as elementary and secondary education and clinical-psychology and began to work in a field which was still in an exploratory stage. Today, even though increasing numbers are assuming these positions with some background of specialized professional preparation and experience, there are still no widely accepted professional standards for these local leaders.

The peak of the special education movement in this country has not yet been reached; the place of leadership in the local school system, therefore, will become increasingly important. Approximately 1 million of the Nation's exceptional children—those with impaired hearing or vision, crippling conditions, speech defects, special health problems, mental retardation or giftedness, and those with serious social and emotional maladjustments—are reported to be receiving special help from the schools; yet it is estimated that from 4 to 5 million school-age children have unusual educational needs. Some of them need to be educated in special schools or classes, in hospitals or convalescent homes; some require the help of itinerant teachers in regular day schools; others need instruction in their own homes.

Most of the Nation's citizens would agree that all exceptional children have the right to these educational opportunities. Further, most of these children are potentially useful citizens whose contribution is essential at a time when manpower is at a premium. For both of these reasons it is likely that in the future local school systems will give even more attention



Courtesy Boardman, Mich., Public Schools.

Partially seeing boys in a community school.

to exceptional children. As existing programs for exceptional children are broadened and as new programs are established, school systems will be seeking many more qualified persons to give leadership at the local level.

Because this service in local school systems is relatively new, much can now be done to lay the foundation for adequate professional standards. Basic to the development of the best possible standards is an improved understanding of the elements which contribute to effective leadership. This deepened understanding is needed by directors and supervisors themselves as a basis for measuring their own competency; by school systems as a basis for the selection of directors and supervisors; by colleges and universities offering professional preparation for special educators as a basis for the development of curriculums.

Reported here are the findings from the broad study "Qualification and Preparation of Teachers of Exceptional Children"¹ which have bearing on the professional competence of directors and supervisors of special education in local school systems. Specifically, it includes: (1) background information on the local special education personnel who participated in the study; (2) opinions on competencies needed by directors and supervisors of such

¹ See appendix A, for the plan and procedures of the broad study. See Appendix F for questions in the series of inquiry forms through which information on local personnel was collected.

programs, as seen by the local personnel themselves, and by a committee of experts; (3) the background of education and experience thought to contribute to proficiency; (4) personality characteristics which teachers would like their directors and supervisors to have, and the services they expect from them; and (5) a summary with implications for future planning.

COLLECTION OF INFORMATION

Facts and opinions were provided by 1,625 special educators from various parts of the country; these were secured by two techniques. The first was the use of a series of inquiry forms completed by the following four groups: 153 directors and supervisors of special education in local school systems; 102 directors and supervisors of special education in State departments of education; 279 instructors in colleges and universities preparing teachers of handicapped and gifted children; and 1,079 superior teachers in every area of exceptionality, such as the blind, the mentally retarded, or gifted.³ The second technique was the work of a committee of 12 experts who prepared a statement in which they identified and described the unique competencies needed by local directors and supervisors concerned with the education of various types of exceptional children.

Although, as was pointed out, many people expressed opinions, the major part of the information provided through questionnaires came from the 153 directors and supervisors of special education in local school systems. Effort was made to obtain opinions from all such persons in the United States who were "full time directors and supervisors working from a central office in a local school system and having responsibility for one or more areas of special education."⁴ It is believed that a high proportion of those persons working full time in 1953 and meeting this definition are included in this number. Many other people were probably giving part-time supervision to special education programs; their opinions would also have been valuable, but participation in this study was limited to persons who met the criteria mentioned above. On the basis of information provided in questionnaires, special educators were classified as directors (or overall supervisors) and supervisors (or consultants); 103 directors and 50 supervisors participated.⁵

³ See appendix B for additional information about the participants in the study.

⁴ This definition was set up by the National Committee advising on the study and the Office of Education study staff.

⁵ Although all local personnel were classified as directors and supervisors, they actually had a wide variety of titles, such as directors, assistant directors, supervisors, coordinators, consultants, counselors, assistant superintendents, and special assistants. See appendix B, p. 52, for criteria used to classify participants as directors or supervisors.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
★ *The Local Directors and Supervisors* ★
★ *Contributing to This Report* ★
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THE OPINIONS of the 153 directors and supervisors reported throughout this publication will no doubt be of more interest if something is known about the situations in which these people were working. Where, for example, were they working in the United States? Were they in large or small communities? Were they serving all types of exceptional children? For how many areas of exceptionality did they have responsibility? In general, what functions were they performing? Answers to some of these questions are presented primarily to give a frame of reference for understanding the opinions of the 153 local personnel; they also provide a clue to the extent and nature of programs for handicapped and gifted children in local school systems in 1953.

DISTRIBUTION

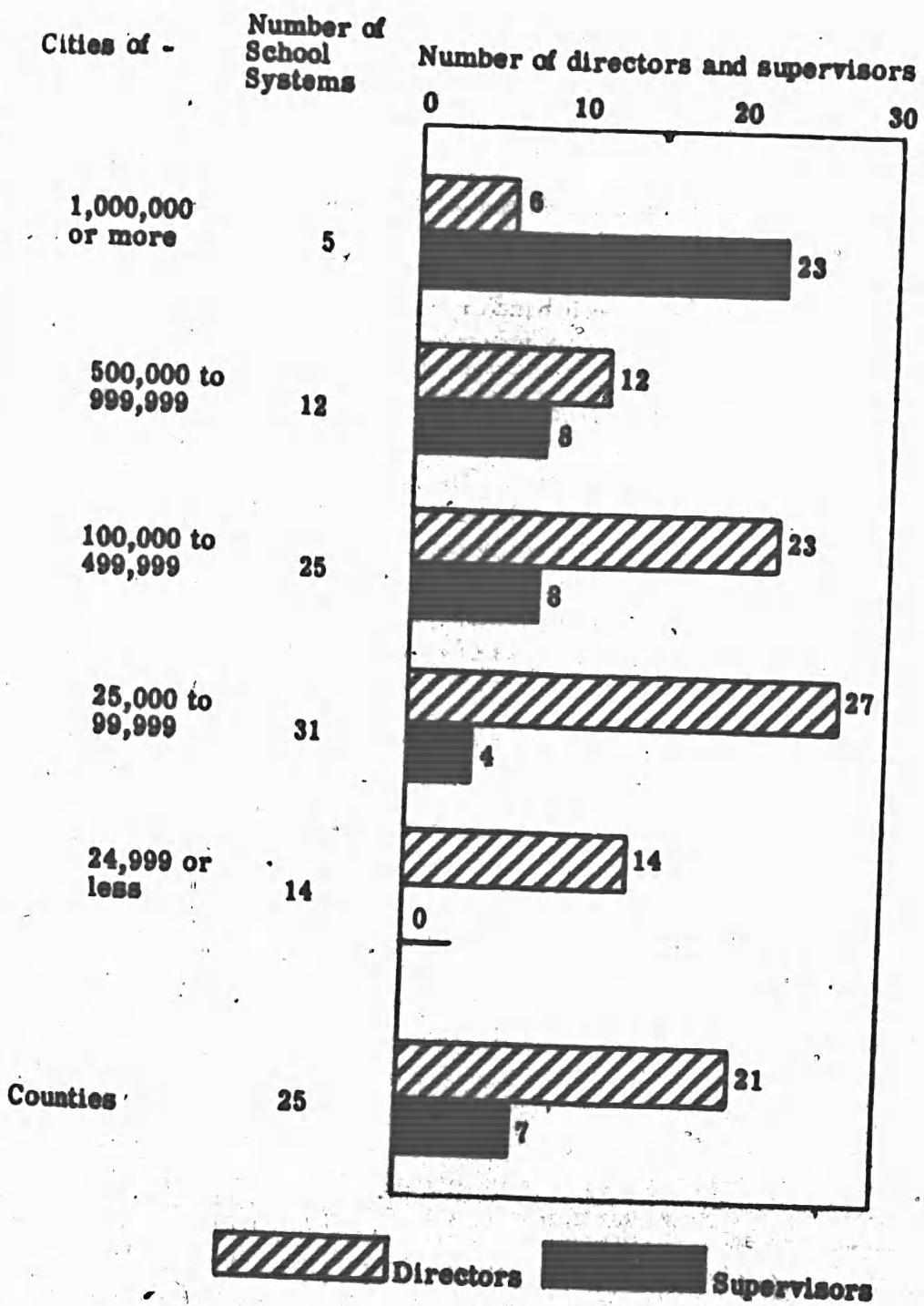
The 153 directors and supervisors were employed in different sized communities and in both city and county school systems (see graph 1). Specifically, they represented 112 school systems in 24 States in all sections of the Nation. These school systems were in population centers ranging in size from "more than 1 million" to "25,000 or less." Among the 112 school systems, 25 were organized on a countywide basis; of these, 15 were primarily urban, and the other 10 were primarily rural.

The distribution of participating directors and supervisors, as shown in graph 1, might suggest that there is a relationship between the ratio of directors to supervisors within the school system, and the size of the community. A review of unpublished data, however, shows that this is not always true. In general, in the very largest population areas, there appeared to be a director working with a staff of supervisors. In the smallest population areas one person—designated as either director, supervisor, or consultant—seemed to be carrying all program responsibilities. However, in communities ranging from 999,999 to 25,000, there was considerable variation in the ratio of directors to supervisors, regardless of the size of the city.

LOCAL SCHOOL SYSTEMS

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GRAPH 1.—Number of participating directors and supervisors of special education in local school systems, according to population of cities and counties



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AREAS OF EXCEPTIONALITY SERVED

All groups of exceptional children were being served by at least some of the local administrators and supervisors participating in the study, although some areas received much more attention than others (see table 1).

The largest number of directors reported responsibility for the crippled, the hard of hearing, the mentally retarded, the speech defective, the partially seeing, and for children with special health problems. A somewhat smaller group reported that they serve children who are deaf or who are socially maladjusted. Less than half of the directors have responsibility for the education of the blind in the local program, and only 20 reported responsibility for the gifted.

By far the greatest number of supervisors were working with children who are mentally retarded, speech handicapped, hard of hearing, and socially maladjusted, in that order; the fewest were working with the blind and the gifted.

There seem to be some reasons for the variation in the amount of administrative and supervisory service given to the different groups of exceptional children in local school systems. The mentally retarded, for instance, were one of the first groups to be served; their problems, therefore, are readily recognized in many school systems. On behalf of children who are

Table 1.—Number of directors and supervisors reporting responsibility for each area of exceptionality

| Area of exceptionality | Total | Directors (overall super- visors) | Super- visors (consul- tants) |
|---|-------|--|--|
| 1 | 8 | 8 | 6 |
| Total number reporting ¹ | 152 | 103 | 49 |
| Blind..... | 51 | 46 | 5 |
| Partially seeing..... | 95 | 89 | 6 |
| Crippled..... | 105 | 98 | 7 |
| Special health..... | 89 | 82 | 7 |
| Deaf..... | 80 | 72 | 8 |
| Hard of hearing..... | 104 | 94 | 10 |
| Speech handicapped..... | 105 | 91 | 15 |
| Socially maladjusted..... | 79 | 70 | 9 |
| Mentally retarded..... | 112 | 91 | 21 |
| Gifted..... | 21 | 20 | 1 |

¹ One supervisor did not give this information.

crippled, hard of hearing, speech handicapped, partially seeing, and who have special health problems, voluntary agencies have, over a period of years, stimulated communities to carry out education programs. Some local school systems do not provide for pupils who are blind or deaf, but refer them to the State residential schools instead. A number of local school systems utilize community child-guidance services for the child who is socially maladjusted. Other elements, such as the interest of the general public and of the local school boards, statewide leadership, case-finding techniques, and school budgets partly account for the fact that more provision is made for some groups than for others.

Directors or overall supervisors have responsibility for many areas of handicapped and gifted children, while, as is to be expected, supervisors tend to have responsibility for fewer areas. (See appendix B, page 52.)

Table 2.—Number of areas of exceptionality for which local directors and supervisors reported responsibility

| Number of areas | Directors (overall super- visors) | Super- visors (consul- tants) | Number of areas | Direct- tors (overall super- visors) | Super- visors (consul- tants) |
|-------------------------------|--|--|-----------------|--|--|
| 1 | 1 | 3 | 1 | 1 | 3 |
| Number reporting ¹ | 103 | 49 | Six..... | 14 | 0 |
| Ten..... | 11 | 0 | Five..... | 15 | 0 |
| Nine..... | 11 | 0 | Four..... | 2 | 1 |
| Eight..... | 27 | 0 | Three..... | 0 | 9 |
| Seven..... | 23 | 0 | Two..... | 0 | 19 |
| | | | One..... | 0 | 20 |

¹ One supervisor did not give this information.

Approximately one-tenth of the directors had responsibility for 9 or 10 areas, and about one-fourth of them for 7 or 8 areas. With the exception of 2 directors, all had responsibility for 5 or more areas. Almost the exact opposite is true for the supervisors. With one exception, no supervisor had responsibility for more than 3 areas, while more than three-fourths reported responsibility for only 1 or 2 areas.

This kind of status information might well be studied again in the near future, since special education is still in a formative stage, and the areas of responsibility may shift considerably within the next few years.

FUNCTIONS PERFORMED

Again for purposes of understanding the opinions of the 153 local directors and supervisors, some background information was obtained on the way in which they distributed their working time. Here, too, the information has some program implications, for it gives insight into the functions which these local directors and supervisors were performing in 1953.

On the average approximately one-third of their time was spent on administrative duties and one-third on supervisory duties; the remaining third was divided among the four functions of inservice education of teachers, professional study and research, public relations, and direct services to exceptional children. The average distribution of their time, according to these general functions, is shown in graph 2 on page 9.¹

Administrative duties (37 percent) were divided among the functions of giving leadership to the many facets of special education programs; preparing and reviewing reports and budgets; interviewing applicants for positions; setting criteria for membership in special classes and for special services; placing children in suitable educational facilities; and consulting with parents, general school administrators, and representatives from State departments, colleges, and public and private agencies.

Supervisory and consultative duties (28 percent) included working directly with teachers, consulting with these special teachers and participating in the development of curriculums. Through individual comments, it was found that they also gave a small amount of their time to consultation with teachers and supervisors in training, to physicians such as otologists, to school nurses, and to curriculum supervisors.

Inservice education of teachers, although it receives a relatively small amount of time (7 percent), involves a number of activities, such as participation in workshops, discussion at faculty meetings, conferences with other professional people on the education and rehabilitation of the handicapped, and the selection of professional literature for the staff library. Apparently it was not directed only toward the teachers of exceptional children, for it also includes assisting student teachers and giving orientation to the regular teaching staff.

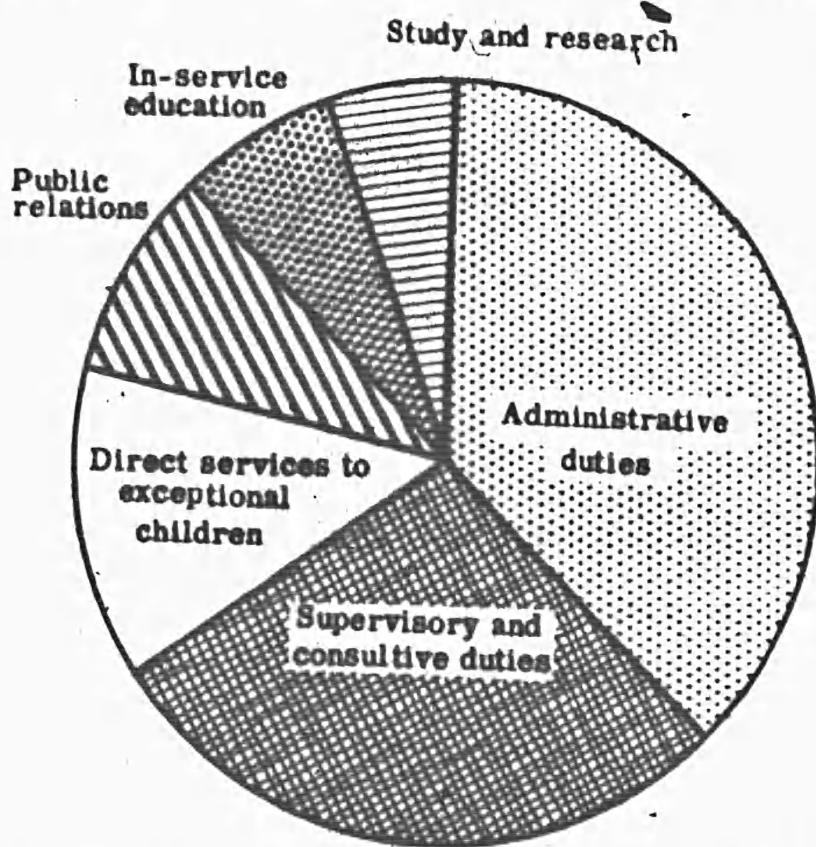
Professional study and research, which claimed a relatively small amount of time (6 percent), included the study of professional literature, attending professional conferences, and conducting research. To these, some of the participants added such activities as teaching university courses and participating in the program planning of specialized professional organizations.

Public relations, which claimed an average of only 9 percent of their time, embraced a variety of activities, some of which might seem to extend

¹ A more detailed report of their time distributions, based on a breakdown of these functions, is given in appendix C, page 55, first for the total, second for the directors, and third for the supervisors.

beyond the usual school responsibilities. The original list specified speaking to or participating in the activities of parent-teacher groups, parent organizations, and other community agencies interested in the welfare of exceptional children, and preparing publications for parent and lay groups. To the functions listed, some of the participants added others: Producing films, giving newspaper publicity, disseminating information, and serving as interpreters of the educational needs of exceptional children to the rest of the school system and to the community.

GRAPH 2.—Average percent of working time spent in various functions by directors and supervisors of special education in local school systems



Direct services to children (13 percent) were divided among individual and group testing and counseling, case study, and the teaching of exceptional children. Because of the wording of the items on testing and counseling, it is not clear whether all this time was actually spent in these two activities, or whether the time was devoted to interpreting the reports of others who did the actual testing and counseling. Apparently some of the participants looked at direct service from a different point of view, since they included in their comments such functions as arranging clinic appointments, making home calls, and aiding in job placement and followup.

DIFFERENCES IN TIME DISTRIBUTION

The group of directors, on the average, allocated their working time somewhat differently from the supervisors. Directors spent slightly more time than supervisors in the functions of administration, public relations, and direct services to exceptional children. Supervisors spent more time than directors in the functions of supervision and inservice education.²



Courtesy New York City Board of Education.

Local school systems provide instruction in hospitals.

Impressions, however, should not be formulated entirely on the basis of the foregoing report of functions, since these were based on averages. Actually the allocation of time to the listed functions varied a good deal from one individual to another. There are undoubtedly many reasons for these variations, such as the competence of the directors and supervisors themselves or the pattern of supervisory organization in the school systems.³

Discretion should be used in drawing conclusions on the basis of these findings, not only because the individual variations cannot be seen in the averages, but because the opinions of local directors and supervisors as reported later in this publication, imply a number of differences between the functions of directors and those of supervisors.

² See appendix C, page 55, for the percentages of time spent by the directors and supervisors in the various functions.

³ See appendix C, page 57, for the range and standard deviation of time distribution reported by the local personnel.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
★ *Competencies Needed* ★
★ *By* ★
★ *Local Directors and Supervisors* ★
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

WITH DUTIES to perform so extensive and diverse, as shown by the report on functions, it is evident that many specialized competencies are needed by the director and the supervisor of special education in a local school system. Some of the qualities which make such a person successful may be innate; others must be developed through practical experiences and professional preparation.

The identification and evaluation of these competencies are so basic to the development of professional standards that in this study opinions about competencies were collected from two groups of special educators and by two techniques. First, directors and supervisors of special education in local school systems were given opportunity to evaluate the relative importance of a list of kinds of knowledge and abilities which they believed would contribute to success. Second, a committee of experts in the education of exceptional children formulated a statement which reflected their thinking on the competencies essential to local special education leaders.

EVALUATION OF COMPETENCIES

The 103 directors and 50 supervisors rated for relative importance a list of competencies (knowledge and ability items), which had been prepared by the Office of Education study staff and pretested by special educators in various parts of the country. Opinions of these full-time directors and supervisors were sought because it was felt that they would have practical points of view. When the inquiry forms were returned, it was found that many of these participants had extensive specialized preparation and experience;¹ this further strengthens the significance of their opinions.

All of the 153 directors and supervisors were given opportunity to

¹ See appendix B for a report of the professional preparation of these directors and supervisors.

evaluate the relative importance³ of the competencies, *first* for the position of director, and *second* for the position of supervisor. In other words, the question in the inquiry form was so structured that the local personnel could differentiate, if they wished to do so, between the competencies needed by a director and those needed by a supervisor. The competencies, with the rank orders of importance⁴ for each position, may be found in table 3, page 14.

Almost every item on the list received an average rating of either "extremely important" or "very important" for both the director and the supervisor. For this reason, it would seem that the list is a valuable one and has significance for the director or supervisor who is trying to develop knowledge, skills, and abilities which will make him effective. The findings are strengthened by the similarity in the way directors and supervisors rated the importance of each competency for each position. On only two items (starred in table 3) was there a significant difference in the way the two groups evaluated the items; these differences were concerned with the position of director.

Of Similar Importance for Director and Supervisor

A number of competencies were considered by the participants to be about equally important for both directors and supervisors. These competencies seem to constitute a base of common knowledge and abilities which all these local supervisory personnel should have, whether they are carrying the responsibility for all of a special education program in a local school system or for only part of it. These competencies are, of course, distinctive to the specialized area which each individual serves, such as blind, deaf, or mentally retarded.

Both directors and supervisors need a body of specialized knowledge concerning the group or groups of exceptional children with whom they work. They should know about: The physical, mental, and emotional characteristics of exceptional children (8, 3);⁴ the types, locations, and services of community organizations (6, 10); current trends in the education of exceptional children (13, 11); and major studies on the education of these children (20, 18).

Directors and supervisors will need certain abilities in order to utilize this common body of knowledge fully in the performance of their duties. To be able to work as a member of a professional team (7, 6) was considered

³ The rating scale used was "extremely important," "very important," "important" and "not important." See appendix F, inquiry form EXC-3, question 12.

⁴ See appendix D for an explanation of the statistical method used to determine rank order.

⁴ Numbers in parentheses refer to the rank order in table 3. Reported first is the rank order for the director; second is the rank order of the item for the supervisor.

extremely important for both; this implies that in performing directing and supervising functions the ability to cooperate is essential. All local supervisory personnel, for example, should be able to work with parents; the director might be expected to work mainly with *groups* of parents (9, 14); and the supervisor to give more attention to parents as *individuals* (24, 8). In addition, both should be able to serve as consultants to the special education staff on matters relative to community services for exceptional children (19, 19), and to work with regular school personnel and community agencies in case-finding and followup on individual exceptional children. (31, 30)

Another area in which all local special education personnel need ability is in the inservice education of teachers. Ranked equally high for both the director and the supervisor is the ability to organize and conduct either independently or in cooperation with others an inservice training program for teachers of exceptional children in the area or areas for which he is responsible (23, 23).

Certain technical abilities appeared also to be very important for both groups. Both should be able to identify unusual educational needs of individual exceptional children with multiple handicaps, and to make provisions for these (25, 16), and to interpret and use educational and psychological reports (22, 13).



Courtesy Photo, The Public Schools
School programs reach homebound children.

Table 3.—Relative Importance Which Directors and Supervisors Placed on a List of Competencies

| Rank order of importance for— Director ^a | Supervisor ^a | COMPETENCIES: |
|---|-------------------------|--|
| 1 <i>g⁴</i> | 31. | Ability to give leadership in directing and carrying on a special education program in keeping with community needs and resources. Ability to evaluate and select staff. |
| 2 <i>g⁴</i> | 22. | A knowledge or understanding of the services provided by psychologists, medical personnel, social workers, and others interested in exceptional children. |
| 3 <i>g⁵</i> | 12. | Ability to relate special education to the general school program through organizing procedures and securing the cooperation of other members of the education staff. |
| 4 <i>g⁵</i> | 26. | A knowledge or understanding of—the functions of various types of special educational facilities, such as: Special classes, special schools, the services of itinerant teachers, and their advantages and limitations. |
| 5 <i>g⁵</i> | 17. | Ability to work as a member of a professional team. |
| 6. | 10. | A knowledge or understanding of—the types and locations of various community organizations concerned with exceptional children and their services. |
| 7. | 6. | Ability to work cooperatively with parent groups concerned with the general welfare of exceptional children. |
| 8. | 3. | A knowledge or understanding of—the legal provisions and regulations governing the education of exceptional children, including those under which grants for transportation, special equipment, special classes are given. |
| 9 <i>g⁵</i> | 14. | the services available to exceptional children through such public agencies as departments of welfare and health. |
| 10 <i>g⁵</i> | 34. | the types of specialized educational materials, equipment, and supplies and their sources of procurement in the areas of exceptionality for which he is responsible. |
| 11 <i>g⁵</i> | 28. | current trends in literature on education of exceptional children in the areas of responsibility. |
| 12. | 24. | to serve as a consultant to general educators on education of exceptional children in areas for which he is responsible. |
| 13. | 11. | to recognize acceptable and unacceptable teaching and teacher-pupil relationships in the areas of exceptionality for which he is responsible, and to give constructive suggestions to his staff. |
| 14 <i>g⁵</i> | 29. | A knowledge or understanding of—certifying standards and regulations of the State and local school systems for special education personnel in the areas of responsibility. |
| 15. | 14. | Ability to prepare a budget and to justify the higher cost of educating exceptional children. |
| 16 <i>g⁵</i> | 32. | A knowledge of the services available to exceptional children under the vocational rehabilitation provisions of the Federal, State and local governments. |
| 17 <i>g⁵</i> | 26. | |
| 18 <i>g⁵</i> | 27. | |

LOCAL SCHOOL SYSTEMS

| | | | |
|------------|------------|--|--|
| 19..... | 19..... | | Ability to serve as a consultant to the special education staff (in the areas of exceptionality for which he is responsible) on community agencies and services available to exceptional children. |
| 20..... | 18..... | A knowledge of— | major studies conducted in the education and social and emotional characteristics of types of exceptional children for which he is responsible. |
| 21..... | 5.4g..... | the teaching methods and educational adjustment appropriate to specific areas. | |
| 22..... | 13..... | Ability— | to interpret and use educational and psychological reports. |
| 23..... | 23..... | | to organize and conduct, either independently or in cooperation with others, inservice training programs for teachers of exceptional children in areas of responsibility. |
| 24..... | 8.4g..... | | to work cooperatively with individual parents. |
| 25..... | 16..... | | to identify unusual educational needs of individual exceptional children with multiple problems, and to make educational provisions, adjustments, and referrals best suited to their needs. |
| 26.4g..... | 33..... | | to work with administrators and architects in planning and remodeling school housing, classrooms, and other facilities to meet the special needs of exceptional children. |
| 27..... | 15.4g..... | | to understand and use medical reports. |
| 28..... | 20..... | | to review the case records of individual exceptional children, and to assist in placing these children in an education program suited to their needs. |
| 29..... | 4.4g..... | | to serve as a consultant to the special education staff (in the areas of responsibility) on special teaching methods and curriculum adjustment. |
| 30..... | 7.4g..... | | to serve as a consultant to the special education staff (in the areas of exceptionality for which he is responsible) on emotional and social problems of individual exceptional children. |
| 31..... | 30..... | | to work with regular school personnel and community agencies in case finding and followup on individual exceptional children. |
| 32..... | 9.4g..... | | to select and order special materials, supplies, and equipment. |
| 33..... | 21.4g..... | | to instruct teachers in the education of those types of exceptional children for which he is responsible. |
| 34..... | 25.4g..... | | to demonstrate the teaching of at least one type of exceptional child, such as crippled or speech defective. |
| 35..... | 24.4g..... | | |
| 36..... | 33.4g..... | | |

¹ See Appendix D, page 58, for a detailed description of the statistical procedure used to determine the rank order of importance.

² For directors, an average rating of "extremely important" was given to items with the rank order of 1-15; "very important," 16-33; "important," 34-36. For supervisors, an average rating of "extremely important" was given to items 1-13 and "very important," 14-36.

³ See Appendix F for wording of each item.

⁴ g—denote "significantly greater." On all items marked ⁴g, in the director column, analysis showed the rating of importance to be significantly greater for a director than for a supervisor. When the symbol appears in the supervisor column, analysis showed the item to be significant.

¹ The asterisk indicates the competencies on which there was a statistically significant difference between the opinions given by the directors and the opinions given by the supervisors concerning the importance of the item for a director. (Supervisors thought item 16 was more important for a director than the directors themselves did; directors thought item 28 was more important for someone in their own position than supervisors did. There were no statistically significant differences of opinion between the two groups concerning the importance of any of the competencies for a supervisor.) See appendix D for an explanation of the statistical procedure employed.

Of Different Importance for Director and Supervisor.

The competencies just described were ranked about equally high for directors and supervisors. On approximately two-thirds of the competencies, however, there was a difference in the importance for the supervisor and for the director. Since these evaluations were made by persons serving in such capacities the findings indicate that there is a rather clearly understood division of function between the two types of positions. Those competencies on which the difference was found to be statistically significant are marked in table 3 by the symbol *sg*.⁸

OF GREATER IMPORTANCE FOR A DIRECTOR

At the top of the list of competencies for the director was the ability to give leadership in directing and carrying on a special education program which is in keeping with community needs and resources (1).⁹ In order to be successful in this broad leadership function, the participants indicated that the director needs a diverse array of competencies; the most highly valued of these seem to form a constellation around the central concept of leadership. The director of an educational program for handicapped and gifted children needs to be able to select an adequate staff (2), to relate his special education program to the general school program (4), to cooperate with parent groups concerned with the different kinds of exceptional children (9), to serve as a consultant to general educators on matters relative to the education of exceptional children (14), and to prepare and justify a budget involving the varied and high costs of educating exceptional children (17). Opinions indicate that the director needs a knowledge of certification standards (16) to perform the function of selecting staff effectively. Similarly, ability to plan a special education program for all kinds of exceptional children in schools, hospitals, or in the home is to some extent dependent on a knowledge or understanding of legal provisions and regulations of such matters as grants for transportation, special equipment, and special classes (10).

In order to administer a program in special education effectively, a director needs a knowledge of the services provided by psychologists, medical personnel, social workers, and others interested in the welfare of exceptional children (3), of the functions of various types of educational facilities (5), and of the services provided by public agencies, such as the department of welfare or health (11).

The diversity of competencies desirable for a director is even more

⁸ For an explanation of the statistical method used to determine significance, see appendix D.

⁹ The numbers in parentheses refer to the rank order of importance in table 3, page 14.

extensive than casual observation might suggest because of the numerous areas of exceptionality for which he is responsible. The list of competencies may, in a sense, be multiplied several times, because of the many special needs of children who have different types of deviations, such as cerebral palsy, mental retardation, or deafness.

OF GREATER IMPORTANCE FOR A SUPERVISOR

The competency most highly rated for the supervisor was the ability to evaluate the instructional program and to give constructive help to the teaching staff (1). The constellation of knowledge and abilities for the supervisor seems to center on the teaching-learning situation. A supervisor needs a knowledge of the specialized materials and supplies (such as talking books and acoustic equipment) and their sources of procurement (2), and of teaching methods and educational adjustments (3). He must be able to serve as a consultant to the staff (in the area of exceptionality for which he is responsible) on teaching methods and curriculum adjustment



Charles E. Sherrill, Director, New York City

Learning to talk is part of her schooling.



Courtesy, Parrot, Inc., Phoenix, Arizona.
The school program encourages hobbies.

(4), on the emotional and social problems of individual children (7), and on specialized educational aids, equipment and supplies (9). He must be able to understand and use medical reports (15), and to work cooperatively with individual parents (8).

Application of Findings

These evaluations of the relative importance of competencies suggest the desirability of having a director and a staff of supervisors where conditions permit. It is recognized, however, that such conditions as population, topography, or availability of personnel influence the organization of a program. Where one person must carry the responsibility for an entire special education program, then it is necessary to find a person who has the most important competencies of both positions.

COMPETENCIES IDENTIFIED AND DESCRIBED BY A COMMITTEE

It is to be recalled that a 12-member committee of experts also studied the distinctive competencies required by supervisory personnel concerned with special education in local school systems. The committee was made up of persons who have had experience in the preparation of teachers as well as in supervision at both the State and the local levels. This group identified and described these competencies without reference to existing standards or programs. This committee, while referring occasionally to supervisors or coordinators, placed most of its emphasis on knowledge and abilities essential for overall directors of programs. The report, prefaced by the names of the members of the committee, appears on the following pages.

Elizabeth M. Kelly, *Chairman*

Helen Appeldoorn

J. E. Hogan

Dorothy M. Scigle

Mary Blair

Josephine Kelly

Ingeborg K. Severson

Herman R. Goldberg

Milton R. Litterst

P. O. Wagner

Mary E. Harnett

Thomas W. Mulrooney

(Titles of committee members are shown on pages iii-iv.)

THE COMMITTEE REPORT

A *director* of special education is one who directs, guides, and integrates a well-organized and highly complex program of special education. Generally speaking, he is responsible for guiding and assisting the supervisors of special education in carrying out a constructive program of growth and adjustment for exceptional children and youth. These children include the mentally retarded, all types of the physically handicapped, the emotionally disturbed and delinquent, and the intellectually gifted. A *supervisor* guides and assists special teachers in carrying out an effective program suited to the needs of specific groups of exceptional children.¹

The committee recognizes that these definitions apply more particularly to the larger metropolitan areas, where a director has the overall administrative and supervisory responsibility for the special education program. In such a situation, he usually delegates the responsibility for classroom supervision, in one or more areas of special education, to a staff, which may consist of a supervisor or supervisors and in some instances other personnel. In some urban and rural communities one person designated as a director, supervisor, or coordinator of special education is responsible for the direction and supervision of the entire program. In this report, "director" will be the title used for all these classifications.

¹ These definitions were prepared specifically by the committee members for this report.

It is the duty of the director of special education to see that a rich, integrated program of special education is organized and put into action, to advance a modern program of special education which may be articulated, insofar as possible, with the established program or programs for all pupils in a local school system. In such a program, the director should make sure that the special class retains, at all times, its identity as a unit with all the flexible features which make it a dynamic and forward-moving program.

Efficient operation of a department of special education requires that a director possess and exemplify certain personal characteristics, and have a wide array of specialized competencies. These competency requirements are described in detail in this report.

PERSONAL COMPETENCIES

In addition to possessing all the characteristics of a good school administrator, the director must have a genuine interest in *exceptional* children and youth. He must believe firmly in the inherent right of every American child to have an education suited to his needs and abilities and understand fully the problems which this belief presents in the case of exceptional children and youth. He must be a person who can face these problems squarely and put forth every effort to work out a complete and suitable program of special education for the children in the community in which he works.

To be effective in all capacities, the director should have many cultural interests and broad community relationships. As a community leader, he should be able to interpret the problems and needs of exceptional children to numerous and varied community groups in order to enlist their support for the programs of special education.

It is particularly important for the director to be intimately acquainted with and capable of utilizing to the fullest extent the community institutions, agencies, and organizations that can contribute in any way to the development of exceptional children and youth. He should have a working knowledge of related disciplines and a capacity to work cooperatively with the specialists of these disciplines in planning and carrying out an effective program of special education.

As a professional leader, the director of special education must have confidence in his own leadership and the ability to inspire others to lead. His personal competencies should also include an appreciation of the worth of the individual which may best be manifested by his faith in his coworkers. Positive leadership by a director who has a sound philosophy of education inspires associates to be resourceful and creative in reaching cooperative fulfillment of their common educational goals.

ADMINISTRATION AND LEADERSHIP

In recent years educational leaders have become increasingly aware of

the need for exceptional children to participate with all children in home, school, and community activities, insofar as they can do this successfully. Therefore, it is important for the program of special education to be guided by the general educational objectives for all boys and girls.

In the light of the foregoing philosophy, the director of special education not only should be familiar with the overall aspects of special education, but should also have a keen appreciation and understanding of the total educational process. A special education leader with a background of knowledge and understanding in general education can participate cooperatively in school planning at the preschool, elementary, and secondary levels. His participation at all levels in such activities is imperative to the development and continuance of effective special education programs.

Through democratic leadership, the director should be able to motivate supervisory and instructional personnel of special education to participate with general education personnel in curriculum planning and construction. It is one of his major functions to encourage cooperation with consultants of special subject areas in curriculum planning and implementation. Through these cooperative efforts, a plan can be established for the selection and sharing of curriculum materials.

So that exceptional children and youth may be considered as an integral part of the total educational system and be included in the educational planning for all children, general educators also need to understand the overall aspects of special education.

The director of special education has a major responsibility to orient other administrators, principals, and staff members having special education classes to the practices and procedures of the special program. He should assist and guide the principals in cooperatively administering these programs. He should also work closely with school principals and regular classroom teachers in the adaptation of programs and procedures for those exceptional children who can adjust to the regular class program. Cooperative planning may be facilitated when the offices of special education personnel are located near those of general supervisory instructional personnel and to general clinical services.

EVALUATION AND DEVELOPMENT OF PROGRAMS

The director of special education in a local school system should have the background of specialized knowledge which will enable him to identify needs and to evaluate the many aspects of the special education program. This would include, for example, knowledge of standards for instructional and noninstructional staff; pupil characteristics; educational equipment, such as large-type books; instructional supplies; special school building features; provision for school lunches and transportation. Special needs of handicapped children should be evaluated with the assistance of the instructional and supervisory staff of the various areas of special education.

Through skillful teamwork, principals and teachers may be brought into these evaluations insofar as the planning involves the services offered within their programs. After the needs are determined it is the responsibility of the director to confer with heads of different school departments in filling these needs.

When new programs are required, the director is responsible for taking leadership in establishing them. The implementation of these programs should be made with the assistance of all educational and clinical services. In order to identify and enumerate exceptional children in need of placement in special classes, the director must work with principals, teachers, and officials of health, attendance, and guidance services within the school system. The director has a responsibility to use all available community educational and clinical resources for identification and diagnosis or evaluation of children and youth who are physically handicapped, mentally retarded, emotionally maladjusted, or gifted.

4 TEACHER RECRUITMENT AND SELECTION

The director of special education needs to know the sources for recruitment of qualified teachers. He should be in communication with colleges and universities throughout the country that offer realistic training in the various needs of the handicapped. As a means of selection, he also needs to know something about the standards, facilities, and staff members in these colleges. The director and the staff of the department of special education should seek to develop good working relationships with local institutions of teacher-education so that prospective teachers may be identified and given information about the community needs of exceptional children and youth.

The director or supervisor in the local school system may broaden the possibility of teacher recruitment by encouraging a program of orientation to special education in the high schools. The Future Teachers of America, for example, might be tapped as an excellent source of recruitment for special education. In an effective orientation plan, secondary students might feel the possibility for personal satisfaction, and hence the vocational challenge, of teaching those who are deaf, blind, crippled, or otherwise exceptional.

Another way in which an orientation program can be encouraged is for members of the special education staff of the local school system to share in the teaching of extension courses to teachers in the regular field as well as to those who are training to be teachers in a special area. This sharing in the teaching of extension courses by staff members of the local department of special education at teacher education institutions is of immeasurable worth. The practical experience and the wide knowledge of exceptional children enable these staff specialists to contribute significantly to effective teacher preparation and performance.

Administrative personnel of special education in local school systems can aid the local board of examiners or examining committee in selecting candidates for all instructional and supervisory positions in the field of special education. The director, as a participant in the examinational procedures, should be able to evaluate the candidate's philosophy of special education, his qualifications for the specific field of special education for which he is applying, his mental health, his knowledge of general and special educational literature, materials, and equipment, his cultural background, the extent of his cultural pursuits, and his method of incorporating all his experiences in his teaching.

MOTIVATING PROFESSIONAL DEVELOPMENT OF STAFF

The manner in which the director himself lives, works, and continues to grow will best determine his success in leading others to greater professional competence. The director needs to have a knowledge of professional books, magazines, and pamphlets which describe the most recent procedures, materials, equipment and supplies. He should provide such material so that his staff may keep abreast of current developments and research in each of the areas of exceptionality for which they conduct a program. The director should encourage the personal growth of individual staff members through such experiences as travel, advanced study, or participation in panel discussions, and the offering of professional articles for publication.

The spirit with which the director of special education interprets his principles and objectives inspires his staff to cooperate with him in achieving the goals and purposes of special education. If he is able to demonstrate his faith in them, many staff members and teachers will make a greater effort to improve their skills, to increase their specialized knowledge, and to investigate and experiment with the use of newer or better techniques, materials, and equipment.

The director of special education in a local school system is responsible for the continual evaluation of the effectiveness of the program, including the assessment of teacher efficiency and teacher alertness.

It is incumbent upon the administrative and supervisory staff of the special education department to carry on *inservice* training courses for teachers of all types of exceptional children.

The director should be able to plan and carry out inservice programs which will tend to bring about the maximum development of each of the staff members and teachers, and consequently contribute to the maximum effectiveness of the total program. He should be able to share responsibility for developing policies and for working out the details of inservice activities with every staff member and teacher; in this way, a cooperative inservice program built upon the needs and interests of the staff and instructional personnel, under the guidance of the director of special education,

can be developed. Meetings, demonstrations, and conferences for implementing curriculum adaptations for various areas of instruction increase interest, understanding, and professional growth.

General educational administrative and supervisory personnel have much to contribute to such inservice programs and should be invited to express their views of the regular educational program and to recommend cooperative action between the general and special fields.

SUPERVISION

Today supervision is conceived of as a means of helping teachers to be successful and well-adjusted persons, to better understand children and educational goals, and to develop greater professional competence. The director of special education has specific supervisory duties and responsibilities. He and the staff of supervisors must be able to orient, encourage, and assist newly appointed and substitute teachers in every way possible. Visiting classrooms is a necessary part of supervision and should be followed by friendly and helpful individual counseling. All teachers, and particularly new teachers and those needing help, should be encouraged to visit and observe especially successful teachers.

The effective director of special education whose job it is to develop human resources and values will do all he can to conserve the energy, spirit, and health of his own staff and instructional personnel.

BUDGET AND FINANCE

Knowledge of budget and finance is a competency which a director should have, for it is basic to the building of programs for the education of children. While the special education budget is an integral part of the general school budget, sharing in its common objectives and restrictions, it is based on the special needs of exceptional children. After determining the needs of the community's handicapped and gifted children, the director should be able to interpret to the superintendent of schools the needs and costs of present programs and of proposed programs. He may also assist the superintendent in interpreting these needs and costs to the finance committee of the local board of education. In so doing, it is important for the director to have not only a knowledge of the local community financing plans, but also an understanding of the State resources of financial aid.

The director should be able to explain frankly and realistically the reasons for the higher cost of educating exceptional children and youth. Since handicapped children have special problems, special ways and means must be taken to help them to adjust to these problems. Currently, the cost of providing for these special ways and means, in terms of small classes, itinerant teacher service, special supplies and equipment, and transportation, will exceed the cost of educating the normal child and where there is State aid it will not always make up the excess cost. The

problem is usually a local one and after all remittances of State revenue have been computed, any additional costs should be accepted by the local district. The director must be able to convince his community that the cost of a worthwhile program is well invested, as it contributes to the self-sufficiency, independence, and happiness of handicapped individuals. In addition, taxation for the support of handicapped adults will be cut back sharply when a successful special education program is offered during their developing years.

The particular financial needs of a special education program should not be eclipsed in the light of the allowances per capita for general education. The director must have the knowledge which enables him to prepare the original budget request based on the varying and different needs of exceptional children. Careful planning with a view to economy in expenditures should be exercised in the preparation of this budget. The philosophy, judgment, and knowledge upon which economy is based should be made known to each staff member and classroom teacher. Cooperative study by the director, staff, and teachers, of the needs of each individual child, such as crippled or mentally retarded, will usually result in their obtaining adequate supplies and equipment.

RESEARCH

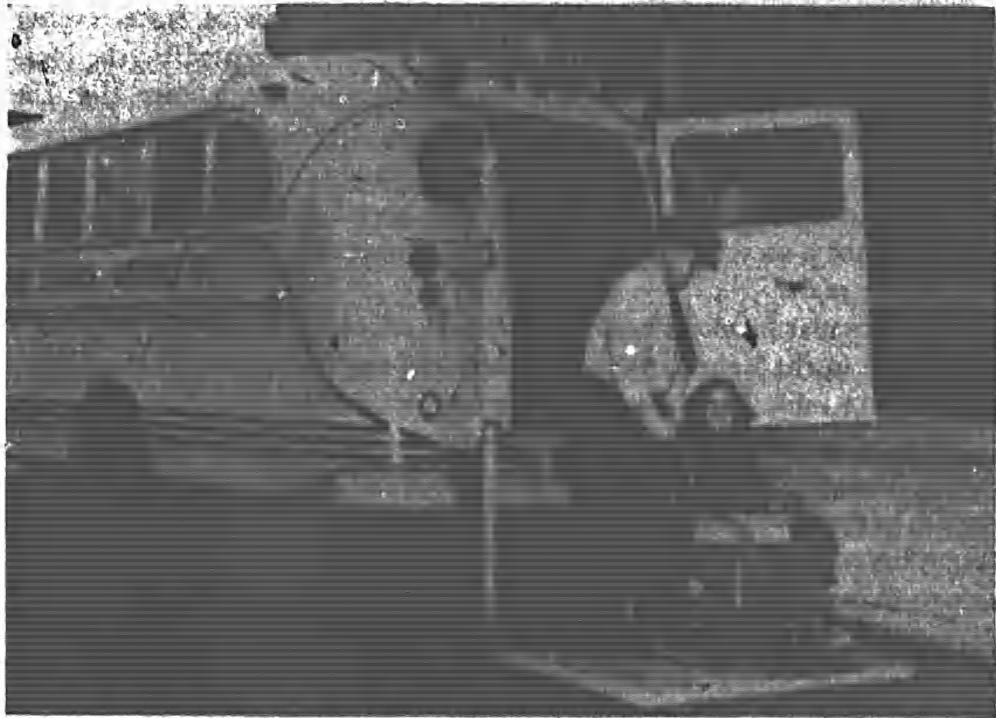
The director of special education in a local school system should have a sufficient understanding of research to be able to initiate educational studies and participate in them. He should further provide guidance for staff members in developing and completing studies of various problems of special education.

Large numbers of candidates for master's and doctor's degrees desire to use the public schools for projects in the field of special education. The director should work closely with college personnel sponsoring these projects. Such studies often contribute significantly to the advancement of the education of exceptional children.

Every year research in the biological and medical sciences advances knowledge of the extent and causes of handicapping conditions in children. The findings in these areas frequently have bearing on educational planning. The director of special education has responsibility to make known these findings to his staff so that they will be aware of new knowledge and techniques.

COORDINATION WITH COMMUNITY AGENCIES

Good relationships and understanding between community agencies and the department of special education are basic to the life of the community's special education program. The director of special education in a local school system has both the opportunity and the obligation to aid



Courtesy Peoria, Ill., Public Schools.

School transportation helps this girl.

in coordinating the efforts of the schools with those of the many community agencies.

First, he should have a knowledge of the local, State, and national agencies with similar or complementary goals. Second, he should know when and how to call upon them to further the program of special education. Often, the department of special education in a local school system is not in a strategic position to inform the public of its expanding needs. The private or public agency offers an excellent medium through which educational needs may be presented to the public. For example, the assistance of such groups may be valuable in bringing about amendments to existing State legislation. Further, conferences, forums, and institutes sponsored by voluntary agencies offer an excellent opportunity for the identification and analysis of many special education problems and for the development of plans for solving these.

Where public or private agencies in the local community have common concern in a particular area of special education, the director must be skillful in arranging and conducting case conferences on individual problems.

Recent years have seen a tremendous growth in the number of voluntary agencies interested in the exceptional child. The early goal of many of these groups was public information which created a general awareness of the problem. Gradually, their efforts turned to the raising of necessary funds. More recently, with strong parent leadership, they have supported many pilot or demonstration programs. It is important, therefore, for

special education administrators and supervisors of local school systems to work with such groups and through mutual exchange of ideas make best use of professional knowledge. Participation on boards and key committees of these agencies often affords such opportunities.

LEGISLATIVE PROCEDURES

State legislation is generally recognized as essential to an adequate program of education. School laws are both an expression of the people's belief in education and a basis for financing and administering schools. It follows from this that as our educational horizons broaden new legislation or modification of old legislation becomes necessary.

In order to function effectively, the local director of special education needs to have an understanding of legislative procedure, a knowledge of current Federal and State laws affecting the education of exceptional children, and a knowledge of how well the needs of these children can be met under these laws. In addition, he needs to know when public and professional opinion is ready for new special education laws or for the modification of older ones. This knowledge serves as a background against which he can better evaluate proposed legislation.

The director of special education needs to understand the legislative provisions for each type of exceptional child, particularly as these provisions govern the selection of teachers and the financing of programs. He further has responsibility for guiding interested groups who are working on proposed legislation for the exceptional. For this, he needs the ability to prepare statistical data on special education for use by lay organizations, to evaluate and interpret certain existing laws for the superintendent of schools and the special education staff, and to orient the members of the local board of education to their responsibility for extending special education opportunities to make the law effective.

PUBLIC RELATIONS

Education of exceptional children—like the education of all children—needs the fullest possible understanding and support of the community being served. Such understanding and support are usually forthcoming when special education personnel are able to present the problem accurately to the community and to interpret the school program.

The director of special education can render significant service by keeping his community adequately informed on educational opportunities available to handicapped children within the school program. He should be able to explain the services, techniques, and facilities provided for the blind, the deaf, the crippled, and other exceptional children. He must tell his community about the present programs, the needs that are unmet, and the ways and means for reaching out so that every exceptional child may have his chance to become a useful citizen.

An effective public relations program is a year-round program. In it, classroom teachers are an important liaison between the parents and the school. This necessitates a close-working relationship and understanding between director and teachers on the interpretation of the special education program. In this connection, the use of panels of principals, teachers, and parents to discuss problems of exceptional children may be a valuable technique.

The director of special education should take an active and interested part in the life of the community. Specifically, he should participate, when invited, in the activities of local official, voluntary, fraternal, or philanthropic groups to promote or to improve the status of handicapped and gifted children and youth. Sometimes the director may be given an opportunity to serve these organizations through board or committee membership.

Since professional organizations have public relations influence, the director should be an active member of groups concerned with the needs of exceptional children and youth, and of those concerned with pupils in general education. Affiliations with these organizations will bring better public understanding of and support for the special program.

The director of special education in a local school system should participate in radio and television programs, in preparation of news releases and



The group works together to improve speech.

brochures, in construction of visual materials, and in making annual and periodic reports on the status of local special education programs.

The director should be able to identify aspects of the special education program worthy of publicizing and should be ready and willing to spend the necessary time and energy in the preparation of articles about them. In publications concerned with both general and special education, a director can describe the basic program of special education and the new devices, techniques and research in use. If the local school system has an official publication, the director and his staff should submit articles which tend to increase an awareness and understanding of the basic goals of special education. Periodicals of State teachers' associations often solicit articles on special education. Technical journals in the many areas of special education encourage local directors to describe their programs so that others may learn of the developments under his direction.

Directors of special education of local school districts are frequently called upon to participate in the joint preparation of professional articles, monographs, or texts directed to general and special educators as well as for the lay public. It will be to the advantage of the local school system if the director of special education has the ability to make his contribution specific, meaningful, and forward looking.

Teachers will be found among staff members of a department of special education who can describe in writing their special programs and techniques; they should be encouraged to develop their skill and stimulated to demonstrate their creative ability. The director of the department of special education is one who often discovers such talent in staff members. He must take the responsibility for discerning good writing and for encouraging staff members to continue to participate in such projects.

He should be able to enlist the active support and participation of the entire special education staff in a public relations program geared to the needs of the community.

(End of Committee Report)

SUMMARY

The local special education leaders and the committee of experts each worked on the problem of competencies in a different way. Directors and supervisors evaluated for relative importance a given list of 36 knowledge and ability items, so presented as to differentiate between the importance of the competencies for a director and for a supervisor. The committee, working creatively and with few limitations, prepared a statement in which it described the competencies which it believed were necessary.

Through their evaluations, the local leaders identified some competencies as equally important for a director and a supervisor; others they evaluated;

on the average, as more important for a director or for a supervisor. The committee, on the other hand, described competencies needed by local leaders as a whole (using the term "director" for both positions). It assumed that some of the responsibilities would be delegated to supervisors and that competencies related to such responsibilities would be more important to a supervisor.

Generally speaking, the directors and supervisors rated competencies needed in the broad function of leadership as more important for directors than for supervisors; competencies related to the teaching-learning situation seemed to be more important for supervisors. The committee, through its definitions, tended to agree with this, when it said, "A director . . . guides, and integrates a . . . program of special education" and "a supervisor guides and assists special teachers in carrying out an effective program suited to the needs of . . . exceptional children."

Both groups, too, agreed that certain competencies were needed by both directors and supervisors. Local leaders rated as about equally important for both, knowledge of the characteristics of exceptional children, of the services available to exceptional children, trends in their education, major studies about them, the ability to work as a member of a professional team, and the ability to serve as a consultant. The committee either stated directly or implied that each of these same competencies was needed by all local special education leaders.

Two major differences can be noted. The committee added a number of competencies not listed among those rated by the participating directors and supervisors. Most of these are related to teacher recruitment and to public relations. The committee also put a great deal of emphasis on competencies related to budget, legislation and research.

Both the committee and the local personnel seem to suggest the desirability of having a director and a staff of supervisors where conditions permit. From a practical point of view, however, this may be impossible. Both groups seem to agree that where one person must carry the entire responsibility for the special education program, he should have the most important competencies for both positions.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

★ *Professional Experiences and Preparation* ★

★ ★ ★  ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

LOCAL special education leaders as well as the committee of experts have agreed that certain knowledge and abilities are needed by directors and supervisors, over and above those required by the administrator or supervisor of a program of general education. These competencies, as they have been identified and described, set the standards for a person with high personal and professional competence.

In attaining these competencies, successful leaders no doubt draw upon many and varied experiences. It was one of the purposes of the study reported here to try to secure some new information on the experience and preparation which constitute a suitable background for such persons. Four groups of special educators, totaling 1,388 in number, gave opinions on the *professional experiences, academic majors, minors, and degrees*, which they thought constituted the best combination of preparation for local directors and supervisors. They did this by selection from a list of items (in the inquiry form) which, together with the percentages of opinions, appears in table 4, page 32. (See appendix F, p. 71.)

The opinions of these four groups could be assumed to have particular significance, since these educators evaluated the matter from different vantage points. The first group were the directors and supervisors themselves; they had the advantage of working daily in developing programs in local school systems and were in positions to know what had been most helpful to them.

The other three groups of special educators viewed the effectiveness of these persons from different points of view. Directors and supervisors in State departments of education were sensitive to the effectiveness of these local leaders because of their own wide association with professional staff, parents and community groups. Staff members in colleges and universities were concerned with curricular offerings that contribute to the effectiveness of directors and supervisors of special education in local school systems. Teachers looked at the preparation and experience of their supervisors in the light of the practical help which they hope to receive in solving the everyday problems of exceptional children.

On the basis of the combined opinions (see table 4) one can see a sug-

Table 4.—Experiences and Professional Preparation Needed by Directors and Supervisors of Special Education in Local School Systems, According to the Opinions of 1,388 Special Educators¹

| Item ² | Percent ³ of— | | | | | | | | | |
|--|-----------------------------------|----------------|-----------------------------------|------|-------------------------------------|------|-----------------------------------|----|-------------------------------------|------|
| | Total personnel choosing item for | | Local personnel choosing item for | | College personnel choosing item for | | State personnel choosing item for | | Teacher personnel choosing item for | |
| | D ⁴ | S ⁴ | D | S | D | S | D | S | D | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Professional experiences: | | | | | | | | | | |
| Teaching of at least one type exceptional child..... | 67 | 81 | 64 | 80 | 77 | 92 | 67 | 84 | 64 | 78 |
| Classroom teaching of normal children..... | 53 | 56 | 67 | 63 | 49 | 51 | 58 | 67 | 52 | 55 |
| Teaching special education in a teacher-education institution..... | 19 | 14 | 16 | 12 | 18 | 13 | 14 | 8 | 20 | 15 |
| Supervisory duties in <i>special</i> education at State or local level..... | 45 | 27 | 56 | 34 | 54 | 26 | 57 | 30 | 39 | 25 |
| Administrative duties in <i>general</i> education at State or local level..... | 27 | 9 | 37 | 10 | 25 | 7 | 36 | 14 | 25 | 9 |
| 2. Academic major: | | | | | | | | | | |
| One area of special education..... | 10 | 54 | 3 | 51 | 11 | 55 | 8 | 81 | 11 | 51 |
| Two or three areas of special education..... | 19 | 20 | 17 | 29 | 29 | 28 | X | X | 19 | 19 |
| Orientation to all areas of special education..... | 51 | 18 | 54 | 12 | 49 | 14 | 75 | 13 | 48 | 21 |
| General educational administration and supervision..... | 17 | 4 | 22 | 4 | 9 | 1 | 14 | 3 | 18 | 5 |
| Clinical psychology..... | 2 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 2 |
| Elementary teaching methods..... | 1 | 2 | 1 | 1 | .... | .... | 2 | 2 | 1 | 2 |
| Secondary teaching methods..... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... |

See footnotes at end of table.

Table 4.—Experiences and Professional Preparation Needed by Directors and Supervisors of Special Education in Local School Systems, According to the Opinions of 1,388 Special Educators¹—Continued

| Item ² | Percent ³ of— | | | | | | | | | |
|---|-----------------------------------|----------------|-----------------------------------|----|-------------------------------------|----|-----------------------------------|----|-------------------------------------|----|
| | Total personnel choosing item for | | Local personnel choosing item for | | College personnel choosing item for | | State personnel choosing item for | | Teacher personnel choosing item for | |
| | D ⁴ | S ⁴ | D | S | D | S | D | S | D | S |
| 3. Academic minor: | | | | | | | | | | |
| One area of special education..... | 14 | 19 | 13 | 22 | 15 | 23 | 26 | 33 | 13 | 16 |
| Two or three areas of special education..... | 23 | 17 | 29 | 18 | 23 | 19 | X | X | 20 | 18 |
| Orientation to all areas of special education..... | 26 | 32 | 35 | 31 | 26 | 29 | 38 | 53 | 27 | 30 |
| General educational administration and supervision..... | 44 | 28 | 57 | 35 | 48 | 31 | 50 | 32 | 40 | 25 |
| Clinical psychology..... | 27 | 29 | 28 | 31 | 33 | 33 | 36 | 37 | 24 | 27 |
| Elementary teaching methods..... | 28 | 36 | 35 | 39 | 27 | 37 | 33 | 38 | 27 | 35 |
| Secondary teaching methods..... | 17 | 20 | 23 | 24 | 13 | 17 | 21 | 17 | 17 | 21 |
| 4. Academic degree: | | | | | | | | | | |
| Bachelor's..... | 6 | 13 | 3 | 10 | 3 | 9 | 14 | 20 | 6 | 14 |
| Master's..... | 70 | 79 | 72 | 86 | 70 | 82 | 77 | 74 | 69 | 78 |
| Doctor's..... | 24 | 8 | 25 | 4 | 27 | 9 | 9 | 6 | 25 | 8 |

¹ 147 local personnel, 261 college personnel, 100 state personnel, and 880 teachers of exceptional children answered this question.

² Percents in groups 1 and 3 are based on the number of each type of special education personnel answering this item as a whole unit. Since more than one choice was allowed, percents in any column add to more than 100; for example, each individual experience could have been checked by 100 percent of all groups of special educators. Percents in groups 2 and 4 are based on the total number answering the particular section. Only one choice was allowed in these groups and percents do add to 100.

³ Participants were given opportunity to list other experiences and/or majors and minors which they felt were valuable. So few items were listed, however, that no new category was needed.

⁴ D=director; S=supervisor.

⁵ This choice was not included in the questionnaire sent to State personnel.

gested pattern of experience and preparation for supervisory personnel in local school systems; the pattern would seem to have added significance since the four groups of special educators tended to agree in their opinions.

COMMON ELEMENTS

Both directors and supervisors, according to the 1,388 educators, should have a professional background in education, more particularly in special education. The experience most often selected (chosen by from 64 to 92 percent of these educators), was "the teaching of at least one type of exceptional child." Next in order of choices was "classroom teaching of normal children", chosen by 49 to 67 percent. The basic academic preparation favored by the participants was a college major in special education, ranging from one area of special education to an orientation in all areas. In the selection of the academic minor to supplement the major, views were more divergent; for both directors and supervisors, choices included general educational administration and supervision, elementary teaching methods, clinical psychology, and secondary teaching methods.

Generally speaking, it appeared that individuals giving leadership to special education programs in local school systems should continue their professional preparation beyond the undergraduate level; approximately 90 percent of them believed that local leaders should have at least a master's degree. Apparently the local personnel themselves set their standards even higher, as is reflected in their own professional records. These show that most of the participants had attained their master's degrees, and had gone beyond this for additional credits or a doctorate.¹ Some had even gone beyond the doctor's degree for additional credits.

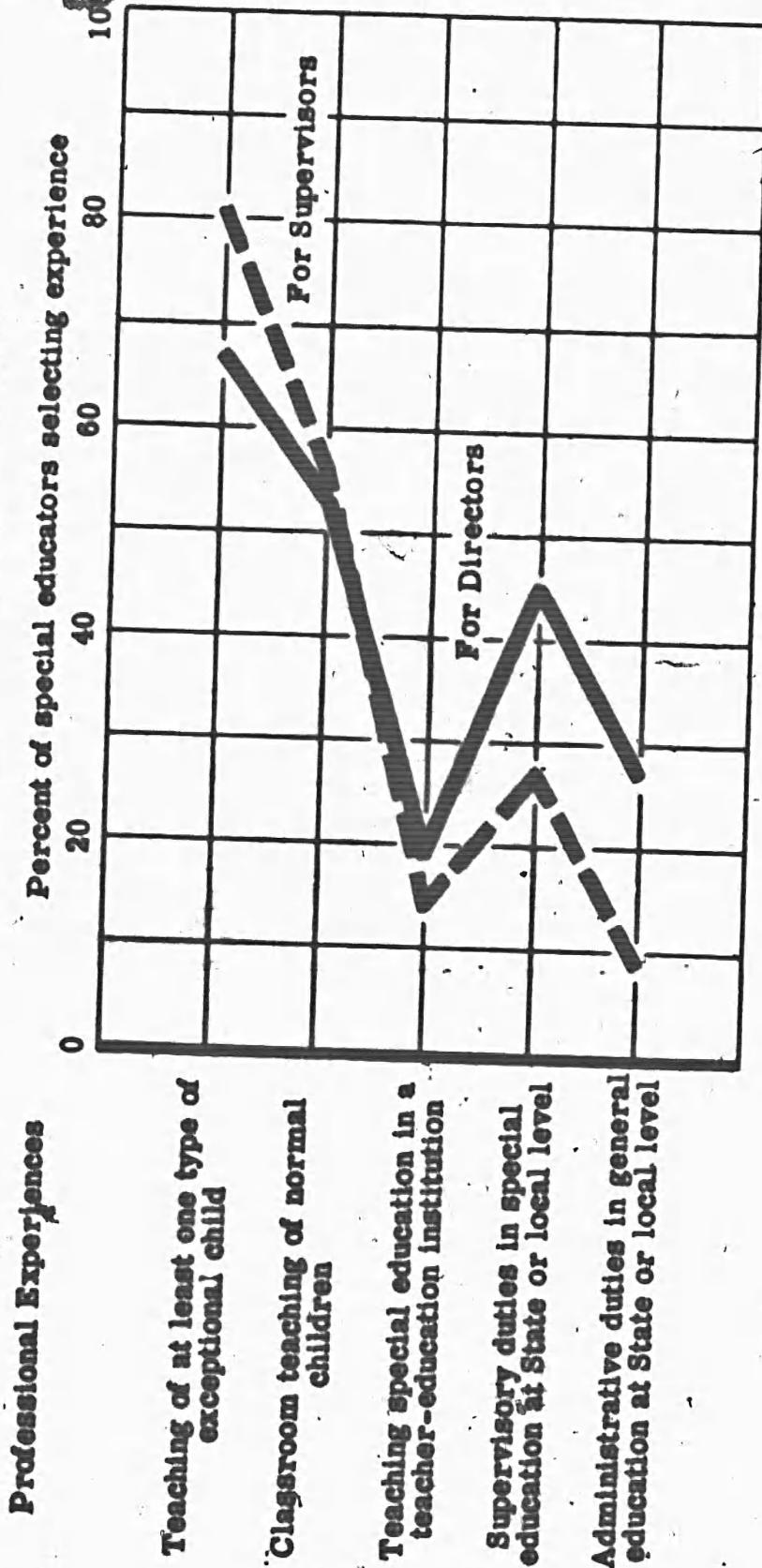
DIFFERENT ELEMENTS

According to these four groups of special educators there should be some differences in the background of experience and preparation of directors and supervisors. These may be observed most easily in graphs 3-6, on pages 35 through 38.

The striking difference between the background of directors and supervisors begins with basic academic preparation. For the director, the largest percent of the participants chose orientation to all areas of special education, thus suggesting the need of broad professional preparation. For the supervisor, the highest percent chose a major in one area of special education, and by so doing, suggest that this person should have an intensive background in certain aspects such as the crippled, or the mentally

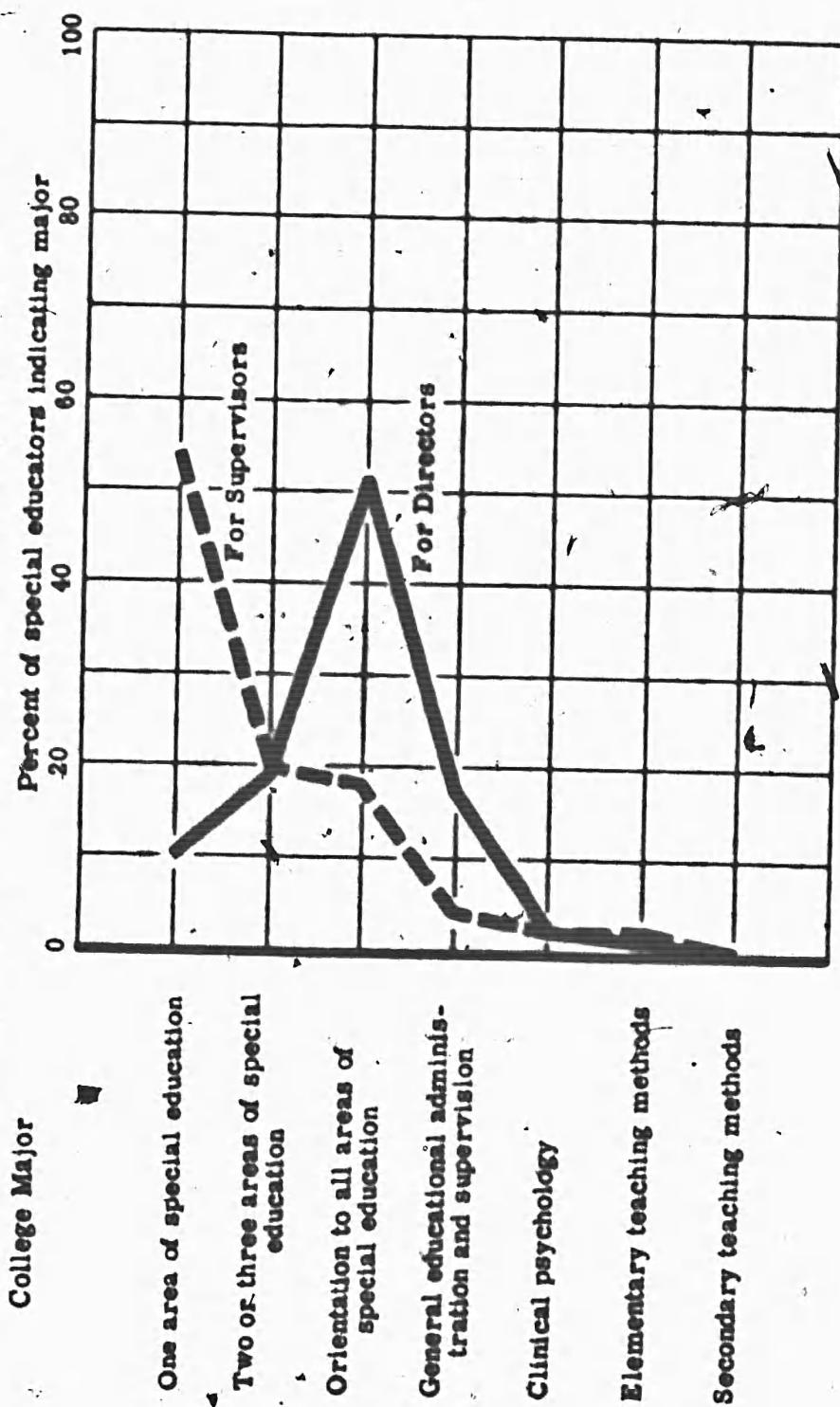
¹ See appendix B, page 52, for details on degrees earned by the participating directors and supervisors.

GRAPH 3.—Professional experiences desirable for (1) directors and (2) supervisors of special education in local school systems, according to the opinions of 1,388 special educators

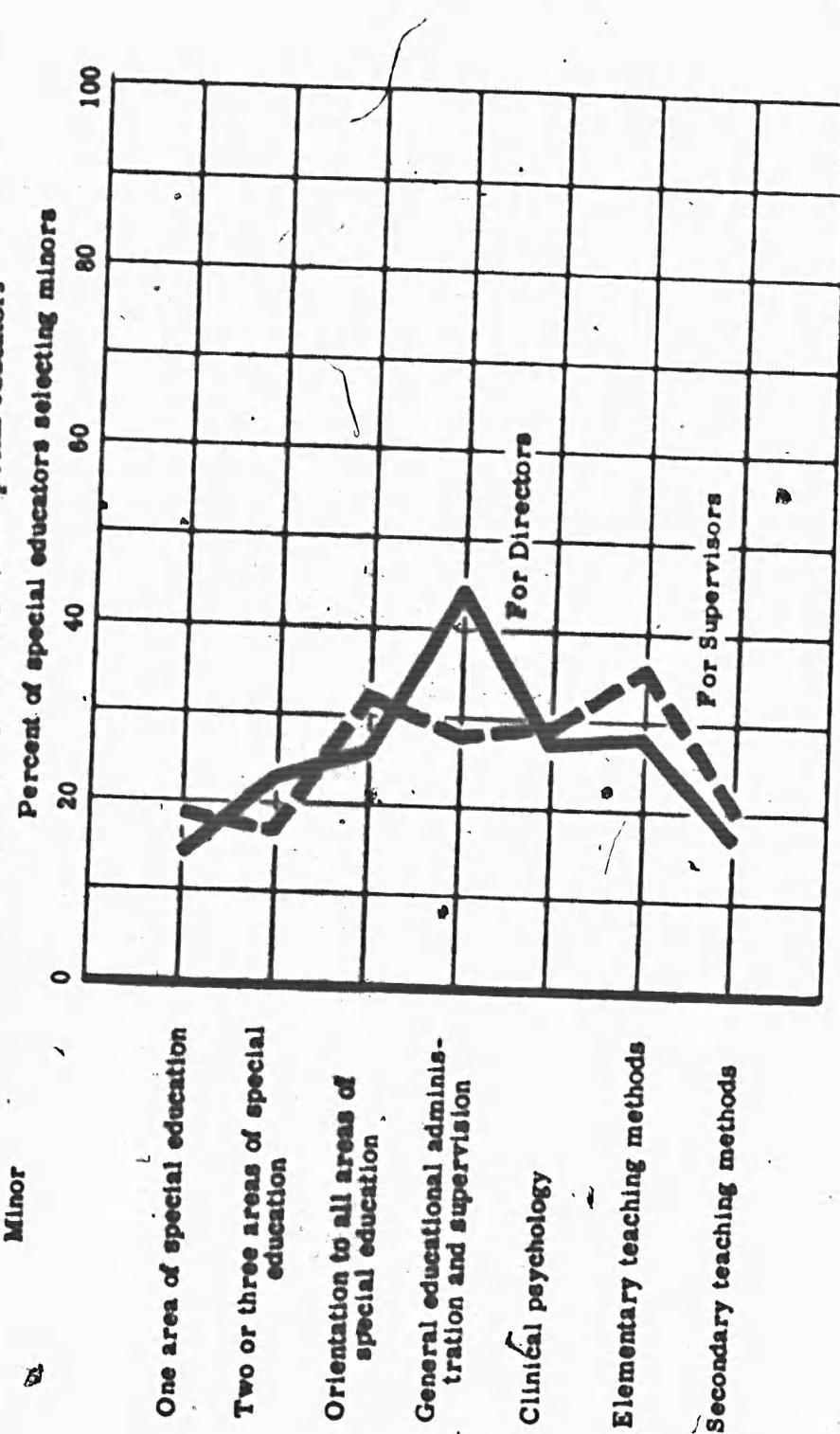


36 DIRECTORS AND SUPERVISORS OF SPECIAL EDUCATION

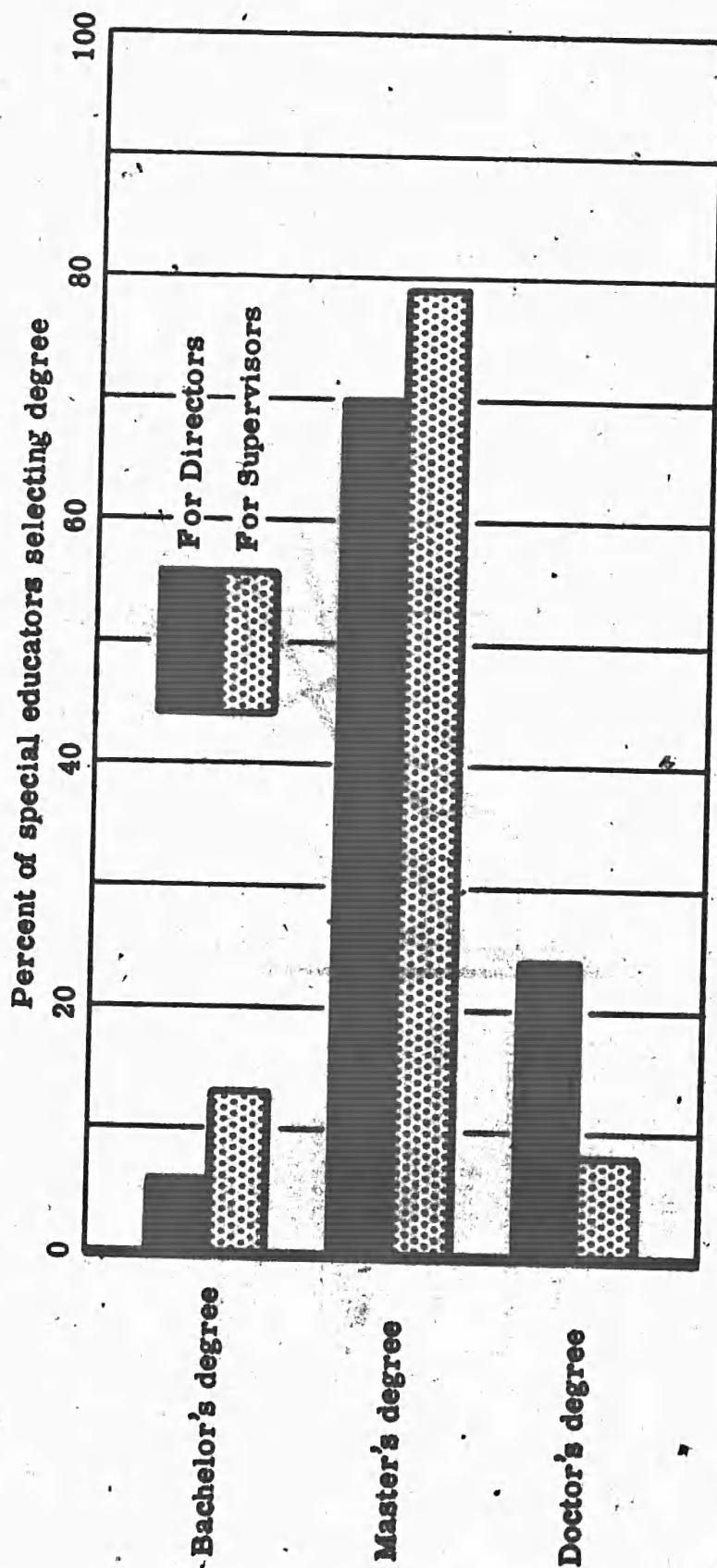
GRAPH 4.—College major desirable for (1) directors and (2) supervisors of special education in local school systems, according to the opinions of 1,388 special educators



GRAPH 5.—College minors desirable for (1) directors and (2) supervisors of special education in local school systems, according to the opinions of 1,388 special educators



GRAPH 6.—Academic degree desirable for (1) directors and (2) supervisors of special education in local school systems, according to the opinions of 1,388 special educators



retarded. The only noteworthy difference in the choice of minors was the higher emphasis for general educational administration and supervision as background for the work of a director. (See graphs 4 and 5.)

In the background of experience, there was a little more emphasis on the teaching of exceptional children for the supervisor; for a director, there was slightly more emphasis on supervisory duties in special education at the State or local level. (See graph 3.)

In general, it appears that the director should have a broad background of experience and preparation in many areas which will enable him to plan and give leadership to programs for all types of exceptional children. The supervisor, on the other hand, should have intensive preparation and experience in 1, 2, or 3 areas. The director, perhaps, should have a higher level of professional preparation. (See graph 6.)

STATEMENT OF COMMITTEE OF EXPERTS

The committee of experts, in addition to describing the necessary competencies, also made a short statement on the professional background necessary to a successful local special education leader. They appeared to believe that a local leader should have both broad and specialized experience and preparation. In part they said, "Preparation for and practical teaching experience in at least two areas of the education of exceptional children are requirements for a director of special education. This preparation should lead to a master's degree with the major emphasis on the education of exceptional children and youth. Further graduate study emphasizing the administration and supervision of general and special education should follow the master's degree."² This statement tends to reinforce the opinions of the special educators reported in table 4.

² The text of the committee's statement on experience and preparation is on file in the Office of Education.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Supervisor-Teacher Relationships
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

INFORMATION reported thus far in this publication was collected through a series of questions, in inquiry forms, or through the work of a committee. Some further findings on factors in effective leadership were obtained from answers to free response questions on the personality traits which directors and supervisors should have and on services which they should be able to render.

It is difficult to report answers to free response questions because of semantic problems in all data of this kind; generalizations are necessarily based on somewhat arbitrary groupings of comments. In order to make these as objective as possible, a tabulation of frequently used words was made and used as basic support for the generalizations which follow.

Of the 1,079 teachers (who were working with all types of exceptional children), 740 commented, in answer to a free response question, on the personality characteristics they would like in their local special education leaders; similarly, 865 commented on the services they wanted from such staff members.¹

PERSONALITY

The personality picture drawn from the comments of the teachers is of a somewhat idealized director or supervisor. It should be thought of as an ideal toward which directors and supervisors may strive.

By far the greatest number of teachers mentioned that directors and supervisors should have a sympathetic and understanding attitude, a warm, approachable and friendly manner, a spirit of cooperation and helpfulness, and a genuine love of and interest in people. These qualities would seem to be a part of the democratic approach to leadership, which so many teachers thought was necessary. This idea was expressed in many forms; what they apparently want is "faith in the dignity and worth of the individual, regardless of his social position or of his handicaps," and behavior

¹ See appendix E for the questions asked of teachers, and for a tabulation of their comments.

conforming to that belief. This entails the ability to understand and accept people (children, teachers, and parents) and their ways of behavior, and the ability to adjust to the uniqueness of the individual child, group, or situation. It is manifested in the ability to work with many types of people, the openmindedness to see and use the ideas of others, respect for the efforts of the individual and the ability to give each person a sense of personal worth. In connection with these qualities, many teachers also mentioned sensitivity to the problems of others, tolerance, kindness, patience, tact, and all the characteristics which make up "the human touch" and which give the individual "power with, not power over, people."

Teachers seem to believe that a director or supervisor must be a positive sort of a person. They want someone who is forceful, but not aggressive, optimistic and idealistic, with a buoyance of spirit, but practical, someone who has more than average warmth of personality, with a contagious enthusiasm for the special education program. Many of them mention that a special education leader should be inspirational in personality, character, and philosophy. They expect their directors to be ethical, personally and professionally, with high personal integrity and a "consistent sense of values."



Meeting Individual Needs in the Classroom

SBW-58-4



Charles Swanson, III, Public Schools and Business Department Director
Breath Control aids speech improvement.

In commenting on emotional and intellectual states of mind, teachers are not as specific, but just as consistent. Directors and supervisors, they believe, should be psychologically well balanced, emotionally mature, and have "strength of character."

Intellectually, teachers expect their leaders to be "keen-thinking, alert, and intelligent," to have an "objective outlook," and to show evidence of insight. They want a director or supervisor to have "a sense of perspective, which is felt and caught by his coworkers" and to be "progressive in thinking and understanding." They expect him to be the type of person who has vision and who is willing to experiment; they want flexibility and adaptability. Along with this, a great many teachers emphasized that directors and supervisors must show a spirit of cooperation and avoid any dictatorial manner. They must "be helpful, but not make the teacher feel that he knows nothing" and "possess the ability to meet with teachers and parents in such a way that no feeling of intrusion or dominance is created."

The personality picture painted here is of course, ideal; possibly no director or supervisor would be entirely human if he or she possessed all the characteristics which teachers mention. It should, however, be useful

to directors and supervisors of special education in local school systems in evaluating themselves, and to school boards and superintendents in the selection of personnel. The right kind of director or supervisor develops good teachers and good school situations; the wrong kind can undermine the entire special education program.

SERVICES

Because one of the primary functions of directors and supervisors is to assist teachers in developing strong programs, it seemed important to discover what services teachers expected and needed. The question asked of teachers made no differentiation between directors and supervisors; hence the functions of one are not separated from the functions of the other in this section.

Teachers expect their leaders to be available for *consultation and guidance*. They want their directors and supervisors to work closely with them, and many express the hope that visits to the classroom will be made frequently. This appears to be for two reasons: First, so that there will be a firsthand knowledge of pupils and conditions; and second so that supervisors may evaluate the teaching methods and curriculum and, if necessary, give constructive criticism. A somewhat smaller number of teachers also stressed the importance of department meetings and conferences for exchange of ideas, discussion of methods and lesson plans, and guidance on problems.

Teachers expect both directors and supervisors to maintain a sort of *clearinghouse of information* on the exceptional child. They want their leaders to maintain a complete and up-to-date professional library, including books on all phases of the exceptional child, bibliographies of books and articles, and material on new methods, equipment, research, and developments in the field. In relation to this, a somewhat smaller number mentioned that they expect their leaders to obtain all necessary supplies and specialized equipment for them. They also expect directors and supervisors to gather information on conferences, conventions and group discussions concerning the exceptional child, and to pass it on to them so that they may participate. Generally speaking, teachers want directors and supervisors to help them be well-informed, well-supplied, and up-to-date.

Teachers in every area expressed the desire that directors and supervisors act as *public relations agents* and carry out a public education program. Teachers want directors and supervisors to "present, interpret, and clarify the aims and the purposes of the special education program," thus working for acceptance of the program and of the exceptional child. This public relations program, they say, should be aimed not only toward community orientation, but also toward other school personnel—regular teachers, principals, and superintendents—to bring about better coordination of the

general and special education programs. To achieve these aims, they expect their leaders to speak to civic groups, school meetings, and so forth.

Teachers seem to believe that directors and supervisors should conduct *in-service* training programs and refresher courses, including seminars, workshops, and conferences. They requested that their leaders provide them with speakers, make it possible for them to hold discussions with other teachers and with leaders in the field, and help them in every way possible to greater professional growth.

Teachers also want directors and supervisors to assume responsibility for *identifying* exceptional children and for *placing* them in special classes.

Finally, teachers want their directors and supervisors to play a major role in *coordinating* and developing a smooth-running, community program for exceptional children. They point to duplication and inadequacies in services, and appear to feel that coordination might be furthered through the efforts of special education leaders. The community efforts should include exceptional children and their teachers, regular school personnel, and the local board of education, parents, public and private agencies, and the community at large.

In summary, teachers expect their leaders to help them think through a clear philosophy of special education and well-defined policies which will serve as guidelines for the entire staff in bettering the special education for all types of handicapped children and for those who are highly gifted.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
★ Summary
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

THE CENTRAL PURPOSE of the study reported in this publication was the collection of information on competencies, experience, professional preparation, and personal characteristics which contribute to the success of directors and supervisors of special education in local school systems. In addition, some status information on local directors and supervisors was sought as background material for understanding these opinions.

Facts and opinions reported in this publication were contributed by 5 groups of special educators totaling 1,625 persons. Not all of these 5 groups gave information on all questions; some gave information on only one. The information was collected through an exploratory, opinion type of research, and the validity of the findings rests mainly on the expertise of the participants who, because of their broad experience and preparation, were recognized as qualified to express opinions based on sound judgment.

FINDINGS

♦ The 153 local directors and supervisors who contributed a large proportion of the information were working in 112 school systems, 25 of which were organized on a county basis. These school systems were in 24 States throughout the Nation and were in population centers ranging from "more than 1 million" to "less than 25,000."

♦ While it was not within the scope of the project to study the organization of programs of special education in local school systems, some information was provided which indicates that the staffing pattern within these 112 school systems varied considerably. Generally speaking, there appeared to be a director and a staff of supervisors in school systems in the *largest* population centers, and only one person carrying all program responsibility in the *smallest* population centers. In cities ranging from 25,000 to 999,999, however, no general trend could be observed.

♦ Every area of exceptionality was represented to at least some extent by programs in which the 153 directors and supervisors were working.

Children who are crippled, hard of hearing, mentally retarded, and speech handicapped appeared to be receiving the most supervisory service. Blind and gifted children received the least supervisory service from the special education staff members. Generally speaking, directors tended to have responsibility for many areas of special education, while supervisors devoted themselves to only 1, 2, or 3 areas.

♦ The functions of *administration* and *supervision* each consumed approximately one-third of the time of these local directors and supervisors. The remaining third was divided about evenly among the functions of *in-service education*, *professional study and research*, *public relations*, and *direct services* to exceptional children. Although the individual allotment of time to the several duties varied widely from the average, directors as a group spent more time than supervisors in administration, public relations, and direct service to children; supervisors spent more time than directors in supervisory duties and inservice education of teachers. In general, the differences between the allocation of time of directors and that of supervisors were more marked in the larger cities where the organizational pattern was one of a director working with a staff of supervisors.

♦ Opinions on competencies needed by directors and supervisors of special education in local school systems were contributed by two groups—(1) the 153 directors and supervisors and (2) the 12-member committee of experts. According to both groups, the effective leader is one who has a wide range of distinctive competencies in addition to those required for directing and supervising a program for "nonhandicapped" children.

♦ According to the 153 directors and supervisors, specialized knowledge as well as distinctive abilities and skills is needed by *any* person giving leadership to a local special education program, whether that person is designated as a director or a supervisor. Each must understand: (1) the physical, mental, and emotional deviations of handicapped and gifted children; (2) the effect of the various deviations on children, their families and the community; (3) the specific agencies and community services for the various types of handicapped children; (4) current trends in educational programs for them; and (5) major studies about each type of exceptional child. Equally important to both are abilities to work as a member of a professional team in developing and maintaining a program which offers maximum opportunity to all children; to provide inservice opportunities for professional growth of teachers; and to identify children with multiple handicaps.

The same group of local personnel indicated that some competencies were more important for directors while others were more important for supervisors. Emphasized for a director were competencies which center on the broad concept of leadership; for a supervisor those which center on the teaching-learning situation. Most highly valued for a *director* is the ability

to give leadership to the entire special education program, to select a qualified staff, to relate the special education program to the regular school program, and to cooperate with parent groups concerned with the welfare of exceptional children. He particularly needs to know about services provided by public agencies and by such professional persons as psychologists, social workers, and medical specialists and to understand the advantages and limitations of the various types of special education facilities. Most highly valued for a *supervisor* is the knowledge and skill necessary to consult with teachers about such matters as teacher-pupil relationships, teaching methods, educational adjustments, specialized materials and equipment, and the emotional and social needs of children. "Extremely important" is ability in working cooperatively with parents.

♦ The committee of experts stressed the importance of leadership qualities, and they identified some areas of competence not included in the checklist. Most of these were skills in research, public relations, and recruitment of teachers.

♦ Four groups of special educators gave opinions on the background of professional preparation and experience which contribute to effective performance as a director or supervisor of special education in a local school system. The majority want their directors to come from the teaching ranks and want them especially to have had experience in teaching exceptional children. They indicated that professional preparation should continue beyond the undergraduate level, with emphasis in that preparation on orientation to all areas of special education for the director, and concentration on one or two areas of special education for the supervisor.

♦ The personality characteristics of individuals giving leadership to special education programs in local school systems appeared to be very important to the teachers. Through free response comments, 740 teachers of all types of handicapped and gifted children portray a somewhat ideal person who is "emotionally mature"; who is "keen-thinking," "understanding," and "tactful"; who is truly "democratic," "positive," and "idealistic"; who is "ethical", and who has an "honest interest" in people.

♦ The same teachers identified and described services which they felt local special education leaders should provide. Among those listed were: consultation and guidance, collection and dissemination of all kinds of information pertaining to exceptional children; inservice education of teachers; public relations functions; and coordination of the entire special education program.

IMPLICATIONS

♦ On the basis of increased enrollment of exceptional children in local school systems and on the basis of the estimated number of children still requiring service, it is anticipated that there will be an accelerated demand

for directors and supervisors to give leadership to programs for handicapped and gifted children. Until rather recently such supervisory personnel was recruited from fields other than special education, but today with increased knowledge about exceptional children and with expanding opportunities for professional preparation, the standards for selection will certainly become more specialized.

♦ The school programs in which these people will work, according to status data reported in this study, differ in patterns of organization. The findings suggest that some persons will be working mainly as directors; others will be working mainly as supervisors; still others will be performing the combined functions of school-community leader and supervising specialist for one or more areas, such as the crippled and mentally retarded.

Opinions reported in this publication tend to suggest some directions which specialized supervision is likely to take:

♦ Directors and supervisors will be expected increasingly to have competencies different in degree and kind from those needed by a special teacher or even by a supervisor of a regular elementary or secondary program. Before becoming directors or supervisors, they will need to acquire technical knowledge about many subjects such as mental deficiency or cerebral palsy and attain skills which will enable them to help solve the educational problems of handicapped and gifted children. To insure the best possible use of all school facilities, the special supervisors will also need to understand the program, organization, and resources of the total school system and to have a close working relationship with educators in the regular program.

♦ Persons preparing to be directors or supervisors in local school systems will inevitably seek colleges which offer preparation at the graduate level and whose curriculums are comprehensive enough to fully prepare them for work in all, or most, areas of exceptionality. They will tend to choose those colleges which offer opportunities wider in scope and with more depth than is required to prepare a special class teacher.

The elements of professional competence, as identified by leading educators and reported in this study, will be of particular interest to colleges and universities. An adequate curriculum of professional preparation should emphasize intensive study of (1) the characteristics of various types of handicapped or gifted children and appropriate ways of providing education for them; (2) legal provisions and administrative regulations; (3) instructional programs, including methods, materials, and equipment, for such children as the deaf or the mentally retarded; (4) current trends, problems, and relevant research in special education; and (5) community services for exceptional children.

Those preparing for leadership in this field should expect ample opportunity in their advanced university preparation to develop skill in supervi-

sion and in working as a team member with regular and special educators, with medical and other professional personnel, with parents, and with representatives from community agencies.

♦ It can be assumed that as positions for directors and supervisors multiply, more local school systems will establish official standards for the selection of such staff members and that these standards will be drawn more specifically than those currently in effect. Competencies and experiences discussed throughout this report, no doubt constitute many of the elements which such standards will include within the next few years. It must be remembered, however, that the field of special education is constantly changing as new knowledge is attained; standards, therefore, should not become so rigid that they cannot be improved as conditions alter.

In the future, directors and supervisors will apparently be expected to give a larger share of their time to the inservice education of teachers in their school systems. The sample of successful teachers reporting in this study recognized a need for continuing professional development, so it can probably be assumed that other special teachers also want and need this. Many expressly stated that they expect their directors and supervisors to be available not only to consult with them, but also to organize workshops and make arrangements for other inservice opportunities such as observations and participation in community programs. They also seem to want their supervisors to provide a clearinghouse of information on all aspects of education for handicapped and gifted children, including currently pertinent literature, research findings, and films.

♦ The best qualified directors and supervisors of special education will likely be attracted and retained by school systems with well-informed and sympathetic administrators and school board members. Persons with a high degree of competence—that is those equipped with specialized knowledge as well as those with ability to work with individuals who have severe human problems—will seek school systems in which they can make the greatest contribution.

♦ Because of the trend toward higher professional standards for specialized supervisors, including a background of teaching both normal and exceptional children and the attainment of a high level of professional competence in every area for which the supervisor has responsibility, it would seem that adequate scholarships will be needed for individuals who have outstanding qualifications and who wish to prepare themselves to direct and supervise educational programs of service to exceptional children and youth.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
APPENDIX A.—*Plan and Procedures Used
in Study, Qualification and Preparation
of Teachers of Exceptional Children*
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

THIS PROJECT was undertaken by the Office of Education in collaboration with many leaders in special education from all parts of the Nation, and with the special help of the Association for the Aid of Crippled Children, of New York City. It was directed by a member of the Office of Education staff, who was counseled by two committees. One was an *Office of Education Policy Committee*, whose function it was to assist the director in management and personnel aspects of the study. The other was a *National Advisory Committee* of leaders in special education from various parts of the United States; it was the function of this group to help identify the problems, to assist in the development of the design of the study, and to otherwise facilitate the project. The study also had the counsel of a number of consultants who reviewed written material and made suggestions on personnel and procedures. (A list of these committee members and consultants appears on page ii-iv.)

The general purpose of the study was to learn more about the qualification, distinctive competencies, and specialized preparation needed by teachers of handicapped and gifted pupils. The term "teachers" was interpreted broadly to mean not only classroom instructors of the various types of exceptional children, but also directors and specialists in State and local school systems and professors of special education in colleges and universities. A separate study was made of the qualification and preparation needed by teachers of children who are: (1) blind, (2) crippled, (3) deaf, (4) gifted, (5) hard of hearing, (6) mentally retarded, (7) partially seeing, (8) socially and emotionally maladjusted, (9) speech handicapped, or (10) handicapped by special health problems, such as rheumatic fever. Separate studies were also made of special education administrative and supervisory personnel (11) in State departments of education, and (12) in central offices of local school systems. Still another study was made of (13) instructors in colleges and universities preparing teachers of exceptional children. Thus, incorporated into the broad project were 13 smaller studies.

Two techniques were used to gather data concerning the qualification and preparation needed by special education personnel. One was by means of a series of *inquiry forms*; the other was through a *committee statement* describing desirable competencies. The plan of the study also included provision for conferences where practical.

Through the series of inquiry forms, facts and opinions were collected from superior teachers in each of the 10 areas of exceptionality listed above, as well as from directors and supervisors of special education in State and local school systems and from college instructors of special education. By means of the questionnaires, the 13 groups of special education personnel had opportunity to express their views on the distinctive skills, competencies, and experiences which they consider basic for special educators. Through the inquiry forms, status information was also gathered on State certification requirements for teachers of exceptional children, and on existing teacher-education programs for the preparation of these teachers.

Through the committee technique, reports were prepared on the distinctive competencies required by educators in areas paralleling those studied through the inquiry forms. There were 13 such committees in all. The names of these committee members were proposed by the National Committee, and the chairmen were appointed by the Commissioner of Education. Committees were composed of from 6 to 12 leading educators in their area of interest who, insofar as possible, had engaged in college teaching, had held supervisory positions in State or local school systems, and had classroom teaching experience with exceptional children.

Three major conferences on the study were called. In September 1952, private agencies interested in gifted and handicapped children met with the Office of Education staff and the National Committee. In March 1953, the Commissioner of Education called a 3-day working conference on the distinctive competencies required by special educators. In October 1954 a long-anticipated week's work conference was convened in Washington, when working papers incorporating all data collected were presented, reviewed, and modified. The occasion provided opportunity for a free exchange of views and for analysis and interpretation of data.

The findings coming from such a study, representing the point of view of no single individual or agency, will, it is hoped, contribute effectively toward the goal of increasing the number of educators competent to teach our exceptional children.

* * * * *

* APPENDIX B.—*Information About the* *

* *Special Educators Participating in the* *

* *Study* *

* * * * *

ALTOGETHER, 1,613 persons filled out the inquiry forms on which much of the information in this report is based. These people comprised four groups of special educators: (1) Directors and supervisors of special education in local school systems; (2) special education personnel in State departments of education; (3) instructors in colleges and universities preparing teachers of exceptional children; (4) successful classroom teachers of exceptional children in each of the 10 areas of special education.

DIRECTORS AND SUPERVISORS IN LOCAL SCHOOL SYSTEMS

The names of persons responsible for the education of exceptional children in local school systems were obtained from the governmental statistical file and from the membership list of the Council of Administrators, Supervisors, and Coordinators of Special Education. The criteria for their participation were that they be *full-time directors or supervisors*, in one or more areas of special education, working in a *central office*. Those who were primarily teachers, psychologists, or principals were excluded. When the inquiry forms were returned, 153 people from all parts of the country met the criteria. Of these, 103 were directors and 50 were supervisors. In this study they were considered to be directors or overall supervisors if information on their inquiry form gave evidence of their being administrators of the total special education program in a city or county. Assistant directors and supervisors reporting responsibility for unrelated areas of exceptionality were also classified as "directors or overall supervisors." When their duties covered only a few areas of exceptionality, they were considered to be "supervisors or consultants."

The highest degrees earned by those participating in the study are shown on page 53.

| Highest degree earned | By total | | By directors | | By supervisors | |
|---------------------------|----------|----------------------|--------------|---------|----------------|---------|
| | Number | Percent ¹ | Number | Percent | Number | Percent |
| 1 | 2 | 8 | 4 | 5 | 6 | 7 |
| Teaching certificate..... | 2 | 2 | 2 | 3 | ..... | ..... |
| Bachelor's degree..... | 20 | 18 | 14 | 17 | 6 | 19 |
| Master's degree..... | 74 | 65 | 51 | 63 | 23 | 72 |
| Doctor's degree..... | 17 | 15 | 14 | 17 | 3 | 9 |
| No information..... | 40 | ..... | 22 | ..... | 18 | ..... |

¹ Based on the number giving this information.

A review of the professional preparations reported by the local directors and supervisors indicates that they recognized the need for continued study and preparation. Of the 22 persons who did not receive a degree higher than the bachelor's, 21 went on to earn an average of 38 additional credits; ¹ of the 74 who received a master's, 65 earned an average of 26 additional credits; ² and, of the 17 local leaders with a doctorate, 9 still had pursued further study and earned an average of 14 additional credits. ³

STATE SPECIAL EDUCATION PERSONNEL

The names of persons responsible for the education of exceptional children in State departments of education were ascertained through the help of chief State school officers. The criteria for participation were that the individual be giving *full time* to special education; be an *educator*, not a psychologist, therapist, or other related professional; and have *statewide* responsibility for the education of exceptional children. When the inquiry forms were returned, 102 people met this criteria. In 1953 they were working in 36 States and the District of Columbia. Twelve States were not included in this report for the following reasons: they reported no special education staff; they had vacancies in director positions; or the persons they employed were spending only a small part of their time on special education. Of the 102 State leaders, 40 were directors and 62 were specialists.

¹ Based on the 15 people who specified the number of additional credits.

² Based on the 58 people who specified the number of additional credits.

³ Based on the 6 people who specified the number of additional credits.

INSTRUCTORS IN COLLEGES AND UNIVERSITIES

Inquiry forms were sent to special education instructors in those colleges and universities which were currently offering a sequence of specialized preparation for teachers of exceptional children. All full-time and part-time staff members were included; however, staff members responsible for courses in remedial reading, mental hygiene, child development, or related courses were not included unless such courses were pointed specifically to exceptional children. When the inquiry forms were returned (in 1953) 279 college persons were eligible to participate.

TEACHERS OF EXCEPTIONAL CHILDREN

The design of the study called for 100 classroom teachers in each of the 10 areas of exceptionality to supply information through inquiry forms. Effort was made to secure a representative sampling of superior teachers throughout the Nation by establishing a quota for each State. State quotas were based on such factors as child population and special educational facilities within the States. Members of the State departments of education compiled lists of teachers on the basis of the State quota and the following guidelines: these teachers were to have had *specialized preparation*, and to be considered *superior*; they were to be as nearly as possible representative of the various types of teaching facilities in the State, coming from urban and rural centers, public and private schools, residential and day schools, and home and hospital instruction programs; insofar as possible, half of them in each State were to have completed their specialized preparation before January 1, 1946, and half after that date. When the inquiry forms were returned, it was found that in some areas of exceptionality, less than 100 teachers met all the criteria; in others, more than 100 teachers met the criteria, and hence were included. The number of teachers whose inquiry forms were used, according to areas of exceptionality, is as follows: Blind, 100; crippled, 150; deaf, 100; gifted, 69; hard of hearing, 100; mentally retarded, 150; partially seeing, 130; socially maladjusted, 75; special health problems, 85; and speech correction, 120.

* * * * *

*** APPENDIX C.—Supplementary Information ***

*** on Functions Performed by Participating ***

*** Directors and Supervisors ***

* * * * *

ON PAGES 8 to 10 a summary report was made of the manner in which the participating local personnel allocated their time to various functions. The following tabulation presents a more detailed report showing the differences between the ways in which directors and supervisors, on the average, distributed their time among the various functions:

| Function | Average percentage. ¹ of time spent by— | | |
|---|--|-----------|-------------|
| | Total | Directors | Supervisors |
| | 1 | 2 | 4 |
| ADMINISTRATIVE DUTIES..... | 37 | 40 | 31 |
| Preparing and reviewing of reports; preparing of budgets and allocating of funds..... | 5 | 5 | 5 |
| Giving of leadership in evaluating and developing programs for the education of exceptional children; acting on applications for, and securing of services and equipment..... | 7 | 8 | 4 |
| Setting of criteria for membership in special classes, for speech correction services, and for other school adjustments..... | 3 | 4 | 2 |
| Placing of exceptional children in suitable educational facilities..... | 6 | 7 | 6 |
| Interviewing applicants for positions as teachers of exceptional children..... | 2 | 2 | 2 |
| Consulting with parents of exceptional children..... | 7 | 7 | 6 |
| Consulting with general school administrators, representatives of State departments of education, of colleges and universities, and of public and private agencies..... | 6 | 6 | 4 |
| Other..... | 1 | 1 | 2 |

¹ Percentages are averages for all directors or supervisors answering the question, and are based on the number responding: 76 directors and 40 supervisors replied to the question.

56 DIRECTORS AND SUPERVISORS OF SPECIAL EDUCATION

| Function | Average percentage ¹ of time spent by— | | |
|--|---|-----------|-------------|
| | Total | Directors | Supervisors |
| | 2 | 3 | 4 |
| 1 | | | |
| SUPERVISORY, AND CONSULTATIVE DUTIES..... | 28 | 23 | 36 |
| Consulting with teachers of exceptional children..... | 10 | 9 | 12 |
| Working directly with teachers who are engaged in teaching exceptional children in groups or individually..... | 10 | 8 | 14 |
| Participation in curriculum development..... | 5 | 4 | 6 |
| Other..... | 3 | 2 | 4 |
| INSERVICE EDUCATION | 7 | 6 | 9 |
| Organizing and participating in inservice educational programs for teachers of exceptional children including staff workshops, study groups, and summer school activities..... | 6 | 6 | 7 |
| Other..... | 1 | ..... | 2 |
| SELF-DIRECTED STUDY AND RESEARCH..... | 6 | 6 | 6 |
| Self-directed study of professional literature; attending professional conferences, and so on..... | 4 | 4 | 4 |
| Conducting research related to the education of exceptional children..... | 2 | 2 | 2 |
| Other..... | ..... | ..... | ..... |
| PUBLIC RELATIONS..... | 9 | 11 | 7 |
| Speaking and otherwise participating in the activities of parent-teacher groups, and other parent organizations..... | 4 | 5 | 2 |
| Speaking and otherwise participating in the activities of community agencies and organizations (other than parent groups) interested in exceptional children..... | 3 | 4 | 3 |
| Preparing publications for parents and lay groups..... | 1 | 2 | 1 |
| Other..... | 1 | ..... | 1 |
| DIRECT SERVICES TO EXCEPTIONAL CHILDREN..... | 13 | 14 | 11 |
| Individual and group testing (including case study)..... | 6 | 7 | 4 |
| Individual and group counseling (including case study)..... | 4 | 5 | 3 |
| Teaching exceptional children..... | 2 | 2 | 3 |
| Other..... | 1 | ..... | 1 |

The report on functions so far has been based on averages; actually the distribution of time to the different functions varied a good deal from one individual to another. The average, range, and standard deviation of percent of time allocated to each of the functions is reported below.

| Functions | Directors (76) | | |
|--|-----------------|------------------|--------------------|
| | Average percent | Range of percent | Standard deviation |
| Administrative duties..... | 40 | 7-72 | 14 |
| Supervisory duties..... | 23 | 6-70 | 13 |
| Inservice education..... | 6 | 0-20 | 4 |
| Professional study and research..... | 6 | 0-18 | 4 |
| Public relations..... | 11 | 0-44 | 8 |
| Direct services to exceptional children..... | 14 | 0-60 | 15 |
| Supervisors (40) | | | |
| Administrative duties..... | 31 | 2-85 | 17 |
| Supervisory duties..... | 36 | 10-82 | 18 |
| Inservice education..... | 9 | 0-30 | 7 |
| Professional study and research..... | 6 | 0-33 | 6 |
| Public relations..... | 7 | 0-30 | 7 |
| Direct services to exceptional children..... | 11 | 0-50 | 13 |

The number of areas served by directors and supervisors is given on page 8 of the text.

There were several activities to which a large proportion of the directors and supervisors gave *no time* at all. These are listed below with the percent of both directors and supervisors who reported spending no time.

| Activity | Percent— | |
|---|-----------|-------------|
| | Directors | Supervisors |
| Individual and group testing (including case study)..... | 42 | 48 |
| Individual and group counseling (including case study)..... | 34 | 53 |
| Teaching exceptional children..... | 80 | 65 |
| Conducting research..... | 45 | 38 |
| Preparing publications for parent and lay groups..... | 38 | 45 |

★ ★

★ APPENDIX D.—Statistical Procedures ★

★ ★

Each of the 36 competencies (knowledge and abilities) listed in table 3 was rated twice by the 153 participating local directors and supervisors. First, they checked to indicate whether, in their judgment, each item was "extremely important," "very important," "important," or "not important" for a director or overall supervisor of a special education program in a local school system. Second, they indicated on the same scale the relative importance of each item for a supervisor or consultant in specialized area(s).

The average importance of each competency for a director and for a supervisor was computed by multiplying the number of checks in the "extremely important" column by 4, those in the "very important" column by 3, those in the "important" column by 2, and those in the "not important" column by 1. The results were added together and divided by the number of checks for that particular item.

| Category | For a director | | For a supervisor | |
|--------------------------------------|-------------------|--------------------|-------------------|--------------------|
| | Range of averages | Rank order numbers | Range of averages | Rank order numbers |
| 1 | 2 | 3 | 4 | 5 |
| Extremely important (4.00-3.50)..... | 3.80-3.51 | 1-15 | 3.83-3.52 | 1-13 |
| Very important (3.49-2.50)..... | 3.48-2.88 | 16-33 | 3.46-2.52 | 14-36 |
| Important (2.49-1.50)..... | 2.15-1.73 | 34-36 | ..... | ..... |
| Not important (1.49-1.00)..... | ..... | ..... | ..... | ..... |

A rank order of importance based on these average ratings of the list of 36 competencies was determined for each type of educator. Consecutive whole numbers were used for ranks even though a few of the items received identical average ratings. This was done so that the rank order number

might also serve as an item identification number; it was possible because of the negligible differences between the average of any one item and the next in the list. The items have been arranged in table 3, page 14, according to the rank order of importance for a director; the rank order for a supervisor is shown in the second column.

Rank order numbers and the range of average ratings of the 36 competency items within each category of importance are on page 58. Tables with the average rating for each competency are available upon request from the Office of Education.

STATISTICAL PROCEDURES USED TO DETERMINE SIGNIFICANT DIFFERENCES BETWEEN AVERAGE RATINGS OF IMPORTANCE FOR A DIRECTOR AND FOR A SUPERVISOR

To determine the statistical significance of the difference between the average importance for a *director* and the average importance for a *supervisor*, on an item, the staff employed the following procedure: The difference between each individual's rating for a director and for a supervisor was determined ($X_1 - Y_1, X_2 - Y_2$, etc. where X_1 through X_{18} represents directors and y_1 through y_{18} represents supervisors). N represents the number of directors and supervisors responding. The mean difference between the

ratings for all local personnel was calculated $(\frac{\Sigma D}{N})$; the standard deviation $(\sqrt{\frac{\Sigma D^2}{N} - (M_D)^2})$ and the standard error of the mean of the differences $(\frac{\sigma_D}{\sqrt{N}})$ was computed; the mean difference was expressed in z-score units $(\frac{M_D}{\sigma_{M_D}})$ (this is the "critical ratio"); and the probability of a mean difference

as large as or larger than the one obtained for a given item was read from the appropriate table of probabilities. (Reference: Quinn McNemar, Psychological Statistics, pages 73-75.) Differences were considered to be significant if the probability of occurrence was 0.01 or less.

In the procedure described above, only *paired* ratings were employed; thus, if a participant rated an item for a director, but failed to make a rating for a supervisor, it was impossible to determine the difference. His response to this item was therefore not usable in this calculation. It should be pointed out that all ratings made by participating personnel were used in obtaining both the average importance for directors and for supervisors on which the two columns of rank orders were based in table 3.

In the case of items for which the difference between the average im-

portance for a director and for a supervisor was less than 0.20, no test of statistical significance was employed. It was considered that differences smaller than 0.20 were too small to have any *practical* significance. Of those items tested, 25 showed a statistically significant difference between ratings of importance for a director and for a supervisor. These are indicated in table 3, page 14, by the symbol "sg" (significantly greater) in the appropriate rank order column, and are discussed on page 11.

COMPARISON OF OPINIONS OF PARTICIPATING LOCAL DIRECTORS AND SUPERVISORS

Table 3, page 14, shows the *combined* opinions of directors and supervisors on the relative importance of each competency. The 153 inquiry forms were tabulated, however, in such a way that the responses of the 103 directors could be compared with the responses of the 50 supervisors who participated in the study. The differences in opinion expressed by these two groups concerning the importance of each competency for a director and for a supervisor were tested for statistical significance. For each item, the average importance rating for the two groups was computed:

$(M_1 = \frac{\sum f X_1}{N_1})$ where X_1 represents the ratings of importance of participating directors, and $(M_2 = \frac{\sum f X_2}{N_2})$ where X_2 represents the ratings of importance

of the participating supervisors. The estimated standard deviation of the universes of which the X_1 and X_2 scores were samples were computed

$$\left(\hat{\sigma}_1 = \sqrt{\frac{\sum f z_1^2}{N_1 - 1}} \right) \text{ and } \left(\hat{\sigma}_2 = \sqrt{\frac{\sum f z_2^2}{N_2 - 1}} \right)$$

and the estimate of the standard error of the difference between the averages was determined $\left(\hat{\sigma}_{M_1 - M_2} = \sqrt{\frac{\hat{\sigma}_1^2}{N_1} + \frac{\hat{\sigma}_2^2}{N_2}} \right)$. The observed difference

between the averages of the two samples ($M_1 - M_2$) was then expressed in z-score units $\left(\frac{M_1 - M_2}{\hat{\sigma}_{M_1 - M_2}} \right)$. This is termed the "critical ratio." The prob-

ability of an average difference as large as, or larger than, the observed average difference being obtained if we keep drawing samples of the same size from these groups was read from the table of the normal curve (Proportion of Area Under the Normal Curve Lying More Than a Specified

Number of Standard Deviations $\left(\frac{z}{\sigma} \right)$ From the Mean").

Differences of opinion between the participating directors and the participating supervisors were found to be statistically significant

(at the 0.01 level) on only two items: In evaluating the importance for a director of a knowledge of State and local certifying standards and regulations (16), the directors indicated that, on an average, they thought it was "very important" (3.38), but the participating supervisors thought on an average, that it was "extremely important" (3.70) for a director to have this knowledge. In evaluating the importance of the director's being able to review case records and place individual exceptional children in a suitable educational program (28), the participating directors, on an average, evaluated it high among the "very important" competencies (3.41), but the participating supervisors, on an average, placed it lower among the "very important" items (2.79) as an ability needed by a director. In table 4 these two items can be identified by an asterisk (*) next to the rank order number for directors. There were no competencies on which there was found to be a statistically significant difference of opinion between these two groups of participants when they evaluated the 36 items for a supervisor.

The raw data, tabulated according to the foregoing categories, are on file in the Office of Education.

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* APPENDIX E.—*Tabular Analysis of* *

* Teacher Comments *

* * * * *

ALL TEACHERS who participated in the study were asked the following free response questions:

"What are some of the more important personal characteristics which you believe a supervisor of, or a consultant on, the education of the (area of exceptionality) needs to be most helpful to you, to your pupils, and to the community?"

"What services do you believe a supervisor of, or a consultant on, the education of the (area of exceptionality) in a school, local school system, or region should provide in order to be most helpful to you, to your pupils, and to the community?"

Of the 1,079 teachers, 740 commented on personality characteristics, and 865 on services.

Any analysis of such data is to some extent arbitrary. For practical purposes, words or phrases which appear to have reasonably identical connotations have been grouped under a single word or phrase which seemed most descriptive of all the terms. For example, "administrative ability," "executive ability," and "organizational ability" have all been grouped under "administrative ability". The tabulation appears below.

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| Characteristics and services | Teachers commenting | | Characteristics and services | Teachers commenting | |
|--|------------------------|--------------|--|------------------------|--------------|
| | Num- ber | Per- cent | | Num- ber | Per- cent |
| CHARACTERISTICS | | | | | |
| Sympathy and understanding..... | 232 | 31 | Progressive outlook..... | 64 | 9 |
| Friendliness and approachability..... | 208 | 28 | Sensitivity to the problems of others..... | 63 | 9 |
| Cooperation and helpfulness..... | 183 | 25 | Administrative ability..... | 51 | 7 |
| Interest in people..... | 130 | 18 | Kindness..... | 43 | 6 |
| Inspirational and encouraging attitude..... | 123 | 17 | Sincerity..... | 42 | 6 |
| Democratic approach to leadership..... | 122 | 16 | Integrity..... | 40 | 5 |
| Tact..... | 110 | 15 | Tolerance..... | 40 | 5 |
| Ability to get along well with people..... | 95 | 13 | Adaptability..... | 38 | 5 |
| Objectivity..... | 93 | 13 | Optimism..... | 36 | 5 |
| Persistence..... | 84 | 11 | Impartiality..... | 36 | 5 |
| Sense of humor..... | 72 | 10 | Realistic attitude..... | 35 | 5 |
| Emotional stability..... | 71 | 10 | Firmness..... | 34 | 5 |
| Devotion to work..... | 67 | 9 | Reliability..... | 27 | 4 |
| Intelligence and insight..... | 65 | 9 | Initiative and creative ability..... | 25 | 3 |
| | | | Good judgment..... | 25 | 3 |
| | | | Resourcefulness..... | 24 | 3 |
| | | | Cheerfulness..... | 24 | 3 |
| Services | | | | | |
| Consultation and guidance to parents, teachers and children..... | 341 | 39 | Help coordinate the entire community program for exceptional children..... | 127 | 15 |
| Act as a "clearinghouse" of information on all aspects of special education..... | 297 | 34 | Conduct a program of screening and placement for special classes..... | 117 | 14 |
| Conduct a public education and public relations program..... | 281 | 32 | Visit the classes and demonstrate occasionally..... | 117 | 14 |
| Plan or conduct in-service training programs..... | 166 | 19 | Help coordinate the special program with the program of general education..... | 100 | 12 |
| Provide necessary supplies and equipment..... | 163 | 19 | Give constructive criticism..... | 79 | 9 |
| | | | Hold staff meetings..... | 75 | 9 |
| | | | Vocational guidance..... | 34 | 4 |

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★ Appendix F.—Excerpts From Inquiry
Forms Used
★ ★ ★ ★ ★ ★ ★ ★ ★ ★

EXCERPTS FROM INQUIRY FORM COMPLETED BY
DIRECTORS AND SUPERVISORS OF SPECIAL EDUCATION
IN LOCAL SCHOOL SYSTEMS

The Office of Education Study

"QUALIFICATIONS AND PREPARATION OF TEACHERS OF EXCEPTIONAL CHILDREN"

INQUIRY FORM EXC-3: For Directors, Coordinators, Consultants, and Supervisors
of Special Education in Local School Systems

Miss

Mrs.

1.1 Your name Mr. Date

1.2 Your business address
City (or Post Office) State

1.3 Your official title
(Specify—Supervisor of teachers of crippled children, etc.)

1.4 In which area or areas of Special Education do you have responsibility?
(Check ✓ as many as are applicable.)

| | | |
|--|--|---|
| <input type="checkbox"/> Blind | <input checked="" type="checkbox"/> Gifted | <input type="checkbox"/> Soc. Maladjusted ² |
| <input type="checkbox"/> Crippled ¹ | <input type="checkbox"/> Hard of Hearing | <input type="checkbox"/> Spec. Health Probs. ³ |
| <input type="checkbox"/> Deaf | <input type="checkbox"/> Mentally Retarded | <input type="checkbox"/> Speech Defective ⁴ |
| | <input type="checkbox"/> Partially Seeing | |

1.5 Are there *State* legal or regulatory requirements governing your present position?

Yes _____ No _____

Are there *Local* requirements governing your present position?

Yes _____ No _____

If your answer is "yes," to one, or both of these, please attach copies of the requirements.

Throughout the inquiry form:

¹ The term "crippled" includes the cerebral palsied.

² The term "socially maladjusted" includes the emotionally disturbed.

³ The term "special health problems" includes children with cardiac conditions, tuberculosis, epilepsy, and below-par conditions.

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INSTRUCTIONS: In answering special area questions throughout this form, please supply data on those areas in which you have responsibility and; if you wish, in any additional areas in which you have professional preparation and experience.

IN PUBLISHED REPORTS, OPINIONS EXPRESSED THROUGH THIS INQUIRY FORM WILL NOT BE IDENTIFIABLE WITH THE NAMES OF THE PERSONS COMPLETING THE FORM.

(Completed by Local Personnel Only)

2. Please estimate in Column I the approximate percentage of working time which you *do* spend, and in Column II the percentage which you believe you *should* spend, in each of the following functions:

| I Percentage of time <i>actually</i> <i>spent</i> | FUNCTION | II Percentage of time <i>should be</i> <i>spent</i> |
|---|--|---|
| | 2.1 <i>Administrative Duties:</i> | |
| | 2.11 Preparing and reviewing of reports; preparing of budgets and allocating of funds..... | |
| | 2.12 Giving leadership in evaluating and developing programs for the education of exceptional children; acting on applications for, and securing of, services and equipment..... | |
| | 2.13 Setting of criteria for membership in special classes, for speech correction services, and for other school adjustments..... | |
| | 2.14 Placing of exceptional children in suitable educational facilities..... | |
| | 2.15 Interviewing applicants for positions as teachers of exceptional children..... | |
| | 2.16 Consulting with parents of exceptional children..... | |
| | 2.17 Consulting with general school administrators, representatives of State departments of education, of colleges and universities, and of public and private agencies..... | |
| | 2.18 <i>Other administrative duties</i> (Specify the nature of the activities): | |
| | 2.2 <i>Supervisory and Consultative Duties:</i> | |
| | 2.21 Consulting with teachers of exceptional children..... | |
| | 2.22 Working directly with teachers who are engaged in teaching exceptional children in groups or individually..... | |
| | 2.23 Participation in curriculum development..... | |
| | 2.24 <i>Other supervisory and consultative duties</i> (Specify the nature of the activities): | |

| I Percentage of time actually spent | FUNCTION | II Percentage of time should be spent |
|---|---|---|
| | <p>2.3 <i>Direct Services to Exceptional Children:</i></p> <p>2.31 Individual and group testing (including case study).....</p> <p>2.32 Individual and group counseling (including case study).....</p> <p>2.33 Teaching of exceptional children (Specify):.....</p> <p>2.34 Other direct services to exceptional children (Specify the nature of the activities.):.....</p> | |
| | <p>2.4 <i>Inservice Education:</i></p> <p>2.41 Organizing and participating in inservice educational programs for teachers of exceptional children including staff-workshops, study groups, and summer school programs.....</p> <p>2.42 Other inservice education duties (Specify the nature of the activities.):.....</p> | |
| | <p>2.5 <i>Professional Growth of a Personal Nature:</i></p> <p>2.51 Self-directed studying of professional literature; attending professional conferences, and so on.....</p> <p>2.52 Conducting research related to the education of exceptional children.....</p> <p>2.53 Other activities related to personal professional growth (Specify the nature of the activities.):.....</p> | |
| | <p>2.6 <i>Public Relations:</i></p> <p>2.61 Speaking and otherwise participating in the activities of parent-teacher groups, and other parent organizations.....</p> <p>2.62 Speaking and otherwise participating in the activities of community agencies and organizations (other than parent groups) interested in exceptional children.....</p> <p>2.63 Preparing publications for parents and lay groups.....</p> <p>2.64 Other public relations activities (Specify the nature of the activities.):.....</p> | |
| 100% | | 100% |

(Completed by Local Personnel Only)

12. How important do you consider the following competencies (1) for a director or overall supervisor of a special education project in a local school system and (2) for a supervisor or consultant in specialized area(s), such as the blind, deaf, mentally retarded, and so on?

Rate each item by checking *v* in ONE or the four categories—extremely important, very important, important, and not important—for each of the two classifications.

| Item | Director or overall supervisor | | | | Supervisor or consultant in specialized areas | | | |
|--|--------------------------------|----------------|-----------|---------------|---|----------------|-----------|---------------|
| | Extremely important | Very important | Important | Not important | Extremely important | Very important | Important | Not important |
| THE ABILITY: | | | | | | | | |
| 12.1 To recognize acceptable and unacceptable teaching and teacher-pupil relationships in the areas of his/her responsibility and to give constructive suggestions to his/her staff relative to these..... | | | | | | | | |
| 12.2 To serve as consultant to the special education staff (in the area(s) of his/her responsibility) on matters relative to: —teaching methods and curriculum adjustment..... —specialized educational aids, equipment and supplies..... —the emotional and social problems of individual exceptional children..... —community agencies and services available to exceptional children..... | | | | | | | | |
| 12.3 To organize and conduct, either independently or in cooperation with others, an inservice training program for teachers of exceptional children in the area(s) of his/her responsibility..... | | | | | | | | |
| 12.4 To work with administrators and architects in planning and remodeling school housing, classrooms, and other facilities to meet the special needs of exceptional children in the area(s) of his/her responsibility..... | | | | | | | | |

| Item | Director or overall supervisor | | | | Supervisor or consultant in specialized areas | | | |
|---|--------------------------------|----------------|-----------|---------------|---|----------------|-----------|---------------|
| | Extremely important | Very important | Important | Not important | Extremely important | Very important | Important | Not important |
| 12.5 To serve as consultant to general educators on matters relative to the education of exceptional children in the areas of his/her responsibility..... | | | | | | | | |
| 12.6 To prepare a budget and to justify the higher cost of educating exceptional children..... | | | | | | | | |
| 12.7 To relate special education to the general school program through organizing procedures and through securing the cooperation of other members of the educational staff..... | | | | | | | | |
| 12.8 To instruct teachers in the education of exceptional children in the areas of his/her responsibility, such as teaching of lipreading, speech correction procedures, and so on..... | | | | | | | | |
| 12.9 To demonstrate teaching of exceptional children in <i>at least one</i> area, such as the crippled, speech defective, and so on..... | | | | | | | | |
| 12.10 To demonstrate teaching of exceptional children in all of the areas of his/her responsibility..... | | | | | | | | |
| 12.11 To work with regular school personnel and community agencies in case finding and followup of individual exceptional children..... | | | | | | | | |
| 12.12 To review the case records of individual exceptional children and to assist in placing these children in an education program suited to their needs..... | | | | | | | | |
| 12.13 To give leadership in directing and carrying on a special education program in keeping with the community needs and resources..... | | | | | | | | |

| Item | Director or overall supervisor | | | | Supervisor or consultant in specialized areas | | | |
|---|--------------------------------|----------------|-----------|---------------|---|----------------|-----------|---------------|
| | Extremely important | Very important | Important | Not important | Extremely important | Very important | Important | Not important |
| 12.14 To work as a member of a professional team..... | | | | | | | | |
| 12.15 To select and order special materials, supplies and equipment, such as large type books, special chairs, and so on..... | | | | | | | | |
| 12.16 To identify unusual educational needs of individual exceptional children with multiple problems and to make educational provisions, adjustments and referrals best suited to his needs..... | | | | | | | | |
| 12.17 To interpret and use educational and psychological reports..... | | | | | | | | |
| 12.18 To understand and use medical reports..... | | | | | | | | |
| 12.19 To evaluate and select his/her staff..... | | | | | | | | |
| 12.20 To work cooperatively with individual parents..... | | | | | | | | |
| 12.21 To work cooperatively with parent groups concerned with the general welfare of exceptional children..... | | | | | | | | |
| <i>A KNOWLEDGE AND/OR UNDERSTANDING OF:</i> | | | | | | | | |
| 12.22 The types of specialized educational materials, equipment and supplies and sources of procurement— | | | | | | | | |
| 12.23 The physical, mental, and emotional characteristics of exceptional children— —in the areas of his/her responsibility..... | | | | | | | | |
| 12.24 The teaching methods and educational adjustments— —in all the areas of his/her responsibility..... | | | | | | | | |

| Item | Director or overall supervisor | | | | Supervisor or consultant in specialized areas | | | |
|---|--------------------------------|----------------|-----------|---------------|---|----------------|-----------|---------------|
| | Extremely important | Very important | Important | Not important | Extremely important | Very important | Important | Not important |
| 12.25 The types, locations, and services provided by various community agencies concerned with exceptional children— —in the areas of his/her responsibility..... | | | | | | | | |
| 12.26 The functions of various types of specialized educational facilities (special classes, special schools, the services of itinerant teachers, etc.) and their advantages and limitations— —in all areas of his/her responsibility..... | | | | | | | | |
| 12.27 The services provided by psychologists, medical personnel, social workers, and others interested in the welfare of exceptional children..... | | | | | | | | |
| 12.28 The services available to exceptional children under the vocational rehabilitation provisions of the Federal, State and local governments..... | | | | | | | | |
| 12.29 Current trends as reflected in the literature in the education of exceptional children in the area of his/her responsibility..... | | | | | | | | |
| 12.30 Major studies that have been conducted in the education, and social and emotional characteristics of exceptional children in the area of his/her responsibility..... | | | | | | | | |
| 12.31 Certifying standards and regulations of the State and local school systems for special education personnel in the areas of his/her responsibility..... | | | | | | | | |

| Item | Director or overall supervisor | | | | Supervisor or consultant in specialized areas | | | |
|--|--------------------------------|----------------|-----------|---------------|---|----------------|-----------|---------------|
| | Extremely important | Very important | Important | Not important | Extremely important | Very important | Important | Not important |
| 12.32 The legal provisions and regulations governing the education of exceptional children including the regulations under which grants for transportation, special equipment, special classes, and so on..... | | | | | | | | |
| 12.33 The services available to exceptional children through public agencies, including the departments of welfare, health, etc..... | | | | | | | | |

EXCERPTS FROM INQUIRY FORMS COMPLETED BY STATE, COLLEGE AND TEACHING PERSONNEL

INQUIRY FORM EXC-1: For Special Education Personnel (including Directors, Supervisors, Consultants, and Coordinators) in State Education Departments.

INQUIRY FORM EXC-2A: To Be Filled Out by All Staff Members of Colleges and Universities Who Participate in the Specialized Preparation of Teachers of Exceptional Children.

INQUIRY FORM EXC-4A: For Teachers of Blind Children.

INQUIRY FORM EXC-4B: For Teachers of Children With Crippling Conditions

INQUIRY FORM EXC-4C: For Teachers of Children Who Are Deaf

INQUIRY FORM EXC-4D: For Teachers of Gifted Children

INQUIRY FORM EXC-4E: For Teachers of Children Who Are Hard of Hearing

INQUIRY FORM EXC-4F: For Teachers of Children Who Are Mentally Retarded

INQUIRY FORM EXC-4G: For Teachers of Partially Seeing Children

INQUIRY FORM EXC-4H: For Teachers of Children With Severe Social Maladjustments and/or Emotional Disturbances.

INQUIRY FORM EXC-4I: For Teachers of Children With Special Health Problems

INQUIRY FORM EXC-4J: For Teachers of Speech Handicapped Children

(Completed by all Special Education Personnel participating in the study)

Indicate, as one factor, the combination of professional preparation and experience that you believe special education personnel in *State* and *local* departments of education should have in order to be competent in carrying out their duties. (Assume comparable capacities and personal fitness.) Check *v* ONE item in each of categories 1 and 2 and ONE or MORE in categories 3 and 4.

| ITEM | Local personnel | |
|---|--|--|
| | Director or over- all super- visor | Supervisor or con- sultant in a special- ized area |
| 1. (Check ONE per column.) | | |
| Bachelor's degree (or equivalent)..... | | |
| Master's degree..... | | |
| Doctor's degree..... | | |
| 2. <i>Major</i> in: (Check ONE per column.) | | |
| one specialized area of special education..... | | |
| two or three specialized areas of special education..... | | |
| orientation to all areas of special education..... | | |
| general educational administration and supervision..... | | |
| clinical psychology..... | | |
| elementary teaching methods..... | | |
| secondary teaching methods..... | | |
| <i>other</i> (specify): | | |
| 3. <i>Minor</i> in: (Check ONE or MORE per column.) | | |
| one specialized area of special education..... | | |
| two or three specialized areas of special education..... | | |
| orientation to all areas of special education..... | | |
| general educational administration and supervision..... | | |
| clinical psychology..... | | |
| elementary teaching methods..... | | |
| secondary teaching methods..... | | |
| <i>other</i> (specify): | | |
| 4. <i>Professional experience</i> : (Check ONE or MORE per column.) | | |
| specialized teaching of at least one type of exceptional children..... | | |
| regular classroom teaching of normal children..... | | |
| teaching of teacher-candidates in special education at a college or university..... | | |
| supervisory duties in special education at the <i>State</i> or <i>local</i> level..... | | |
| administrative duties in general education at the <i>State</i> or <i>local</i> level..... | | |
| <i>other</i> (specify): | | |

72 DIRECTORS AND SUPERVISORS OF SPECIAL EDUCATION

(Completed by teachers in all 10 areas of exceptionality who participated in the study.)

What services do you believe a supervisor of, or a consultant on, the education of exceptional children (in your specific area, i. e., blind, crippled, etc.) in a school, local school system, or region should provide in order to be most helpful to you, to your pupils, and to the community?

(Number your comments to facilitate tabulation.)

(Completed by teachers in all 10 areas of exceptionality who participated in the study.)

What are some of the more important personal characteristics which you believe a supervisor of, or a consultant on, the education of exceptional children (in your specific area, i. e., blind, crippled, etc.) needs to be most helpful to you, to your pupils, and to the community?

(Number your comments to facilitate tabulation.)

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